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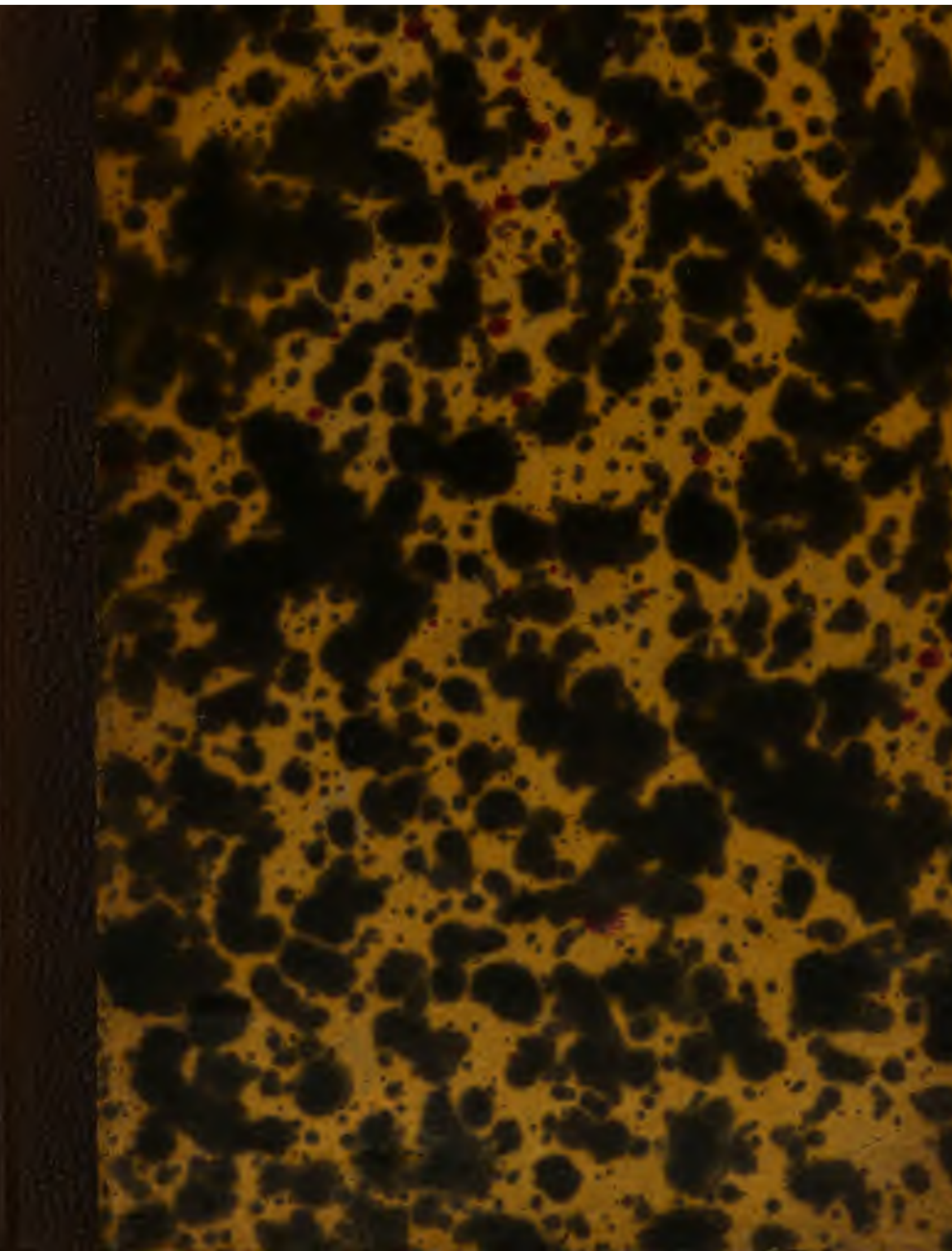
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After an etching by Lorenz Frölich<sup>1</sup>

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RASMUS B. ANDERSON  
Presented to the State Historical  
Society of Wisconsin  
1930











W. D. Anderson

ANNUAL REPORT  
OF THE  
SUPERINTENDENT  
OF  
PUBLIC INSTRUCTION  
OF THE  
STATE OF WISCONSIN.

*FOR THE SCHOOL YEAR ENDING AUG. 31, 1874.*

---

EDWARD SEARING,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

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MADISON, WIS.:  
ATWOOD & CULVER, PRINTERS AND STEREOTYPERS.  
1874.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION,  
MADISON, December 10, 1874.

*To His Excellency, WM. R. TAYLOR,*  
*Governor of Wisconsin:*

SIR:—I have the honor to submit, through you, to the Legislature, the Annual Report of the Department of Public Instruction, for the year ending August 31, 1874.

I am, sir, very respectfully,

Your obedient servant,

EDWARD SEARING,  
*Superintendent of Public Instruction.*

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ANNUAL REPORT  
OF THE  
SUPERINTENDENT  
OF  
PUBLIC INSTRUCTION  
OF THE  
STATE OF WISCONSIN.

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OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,  
MADISON, December 10, 1874.

*To the Legislature of Wisconsin:*

GENTLEMEN: In my first annual report, hereby submitted, I premise, in rapid outline, a statement of the general educational condition of the state, mentioning respectively its defects and excellencies as they have appeared to me during the observations of the past year.

The usual statistical summaries then follow, and, after these, will be found a more or less full discussion and illustration of what I conceive to be some of the chief and immediate needs of the educational cause. The wide-spread interest in the question of "Compulsory Attendance," has also led to a somewhat full consideration of that subject, to which I respectfully invite candid and dispassionate attention.

If the defects enumerated outnumber the excellencies mentioned, I trust I shall find justification in that provision of law which expressly directs me to communicate "a knowledge of exist-



ing defects and desirable improvements," without making it my duty to praise what is excellent and needs no improvement.

While for the full consideration of details respecting most of these subjects, I refer to other parts of the volume, the following outline will here give, in brief form, a clear synopsis of what seem to me manifest

#### DEFECTS.

(1) The schools are, to an injurious extent, supported by local taxation. Less than one-twelfth of their entire cost comes directly from the state. Hence, there is great diversity in their character—those in cities and wealthy districts being good—those in the least wealthy portions of the state being often very poor. This subject is fully illustrated elsewhere and the remedy suggested—a uniform state tax.

(2) There is a great lack of facilities for secondary or academic instruction. The large majority of the children have access only to the common primary or mixed schools. Nothing beyond is accessible to them; and the teachers themselves receive insufficient training in the same schools in which they are afterwards instructors. This is a serious evil, the remedy for which is elsewhere presented and fully discussed.

(3) A lack of uniformity in text-books, and, with many children, an absolute want of text-books, constitute a source of great confusion and weakness in the schools. Moreover, while pupils are obliged to purchase text-books the schools are not properly "free." The only thoroughly satisfactory remedy—uniform and free text-books—is fully set forth, and to this earnest attention is invited.

(4) There are unnecessary elements of great weakness in the present system of county supervision. The election of superintendents in the same manner and at the same time as ordinary political officers secures many unfit men, makes the office precarious in tenure, puts a premium upon the unfaithful performance of duty, and renders systematic and continued efforts for advancement impossible, thus destroying three-fourths of the value of what might be *the most efficient means of progress among all the educational agencies of the state*. Great gain can be effected by the system of uniform state examinations recommended; but the greatest gain will come from a wise system of appointment that shall secure competent men, insure their permanent retention (dur-

ing good behavior), and make them independent and fearless in the performance of duty.

(5) The adoption of the township system of government would be a great advance over the present independent and weak district system. To the consideration of this subject attention is earnestly directed.

(6.) The eligibility of women to all school offices would contribute to the advancement of educational interests. Very many intelligent and capable women can be found, whose judgment, interest in schools, knowledge of juvenile character and needs, and, frequently, experience in the practical work of teaching, would be of great service in the outside management and supervision of schools.

(7.) The State University is in pressing and immediate need of enlarged accommodations for its growing departments. Nothing in the educational situation is more discreditable to the great and intelligent state of Wisconsin than the present shamefully poor and inadequate accommodations for instructional purposes of its chief educational institution—the one designed to offer instruction and training supplementing that of all beneath it. The solitary building devoted to library and cabinets, and to class and lecture rooms for all the colleges and departments of the University, is, in calm view of all the circumstances, a standing disgrace to the state. Without dishonoring the least spacious and convenient of the four excellent Normal School edifices of the state, by a comparison with "University Hall," it can be truthfully said that Wisconsin has fifty cities and villages with high school buildings far more convenient, far better furnished, far more attractive and more healthful than this building which I have elsewhere justly denominated one of the most "ill contrived, inconvenient and thoroughly absurd edifices probably ever erected for educational purposes in this country." To what I have there said of the University, its present needs, its relations to the state and to the other schools of the state system, I invite earnest attention.

(8.) There is an unwise inconsistency, both in the school law and in practice, respecting the length of a school month. In cities and villages the school month is almost uniformly twenty days; and it is the same in probably one half the country districts. It is desirable that in this matter there should be uniformity, and since the law sanctions only five school days in a week, it is altogether de-

sirable that the convenient decimal number of days now recognized by the majority of districts should be rendered by statute the legal month throughout the state.

(9.) There is still in the state a large number of inconvenient, unsightly, unhealthy, and every way inappropriate school-houses. These are by no means always in localities where poverty can justly be assigned as an excuse. What is even worse, many school premises are reported without suitable, or indeed decent, outhouses, and not a few are absolutely destitute of these appendages which even a semi-civilization might be supposed to consider indispensable.

(10.) The schools of the state, especially in the country districts, are in a great measure poor. The teachers are young, inexperienced, untrained, and are perpetually changing. They are to a large extent young girls, who have received no special training for their work, and who have, as is elsewhere stated, received their instruction only in the very schools, or class of schools in which they afterwards teach.

(11.) Attendance is very irregular, especially in country districts. While, as elsewhere stated, very few children of the state fail to receive *any* instruction in the schools, large numbers fail to receive that *amount* of instruction to which the period of their nominal attendance would seem to entitle them. This is not only a great injury to these who do not, but also to those who do attend regularly. I can see no remedy for this irregularity except (1) in better supervision, and (2) in a more enlightened public opinion.

(12.) Even in those places favored with the best high schools there is a lamentable inclination on the part of young men, especially, to leave school just at the time when they are prepared to enter upon those higher disciplinary studies for which the more elementary courses have prepared them. At fifteen or sixteen years of age, the boy becomes impatient of the work and restraints of school. He feels himself a man, ready to engage in "business." Thus when a class "graduates" even from the slender course of some of the best high schools, it is composed almost exclusively of girls; and the one, two or three boys of the class, who have been deserted by their comrades, feel themselves in a sort of dishonored minority. Here is an error which calls loudly for a more enlightened public opinion to check.

## ENCOURAGING FACTS AND OMENS.

While the above constitute the less satisfactory features of our educational condition at the present time, the following are the more hopeful and encouraging facts and omens:

(1) A public opinion that is slowly but constantly becoming more enlightened, demanding better teachers, better buildings and more abundant means of illustration, with a corresponding willingness to incur the necessarily increased expense.

(2.) An increasing number of well qualified teachers, and a greater tendency towards permanence in the work. With an increase in the number of tolerably well paid, permanent and honorable positions there has grown up a professional sentiment, an *esprit du corps*, among the teachers of the state. This is abundantly manifest in many ways.

(3.) Nothing shows it more clearly that the teachers' associations which have recently sprung up into vigorous being in all parts of the state. The monthly or semi-monthly meetings of these are often largely attended, and are means of great profit to teachers, and of more advanced opinions among the people.

(4.) There is a more marked tendency towards a harmonious cooperation of all educational forces in the state, both public and denominational or private. Mutual jealousies are disappearing. In the annual meetings of the State Teachers' Association, all classes of instructors, from those of primary schools, to university and college presidents, contribute to the common advantage of the common cause by their presence and their words. Colleges and Universities, Academies, Normal schools, High schools, Graded and Primary schools, all meet in harmonious and profitable representation, and peculiar views are generally received and discussed with that toleration and respect which befit intelligent men and women working under different names and organizations, but for a common end.

(5) The Normal Schools of Wisconsin, as now thoroughly organized and equipped, are doing a noble work for the state. Men may differ as to the proper name of that work, but that it is in itself beneficial, and such as the state needs in much larger measure, no competent man who has personally examined them will be inclined to deny. Wisconsin can justly boast of her Normal Schools as being equaled by few, and probably surpassed by none, elsewhere in

the Union. Whether in the noble fund that supports them, in the intelligent and conscientious management that controls them, in the capable faculties that officer them, or in the pupils that fill their attractive, spacious and well appointed halls, they are an honor to the state and worthy of its confidence.

(6) The State University is, in its higher and no less important sphere, doing all that its less fortunate and independent pecuniary circumstances will permit. Of its able and popular president, its thoroughly competent, but not sufficiently numerous, professors, and its large number of earnest students, I have elsewhere spoken. With the liberal endowment possessed by the Normal Schools, added to its present vigorous management, I believe it would, in five years, have a constant attendance of a thousand students, and rank with the best universities in America.

(7) The High Schools of the cities and larger villages are often thoroughly admirable in equipment and management, and are doing excellent service for those so fortunate as to enjoy their advantages. It is mainly those schools that secure as their teachers the graduates of the Normal Schools. This must continue to be the case until a new grade of schools shall be organized for the benefit of country districts—schools offering salaries commensurate with the cost of the higher skill and attainments they require.

(8.) While marked improvement has been and is now being made in the respects I have mentioned, the common mixed schools of country districts have not advanced in proportion; and yet I believe improvement has been made in these, in many counties of the state. This is chiefly owing to the vigorous institute system, now in operation, carrying the knowledge of improved methods and the inspiration of earnest and accomplished men almost to the doors of country school-houses. The value of institutes, in the absence of more permanent means of qualifying primary teachers, and under the present system of small wages, young teachers and constant change, can scarcely be overestimated.

(9.) The denominational or private colleges and other educational institutions of the state have enjoyed a year of more than usual prosperity. I can not but consider this a cause for satisfaction. However much the state may do, there will always be room for well directed and sustained private educational enterprises. It should not be the policy of the state to discourage such, but rather the reverse. As the state becomes more populous, the field for both pub

lic and private endeavor widens. The future prosperity of the public schools does not necessarily involve diminished success for private schools. Where the field is so broad and is becoming constantly broader, friendly rivalry between state and denominational institutions may easily be beneficial to both and to the common interests of all classes.

## STATISTICS.

In accordance with the general requirements of chapter 32 of the general laws of 1874, the statistical tables have been much reduced in extent by giving them only by counties, and omitting the items by towns.

### I.—SCHOOL DISTRICTS.

The whole number of regular districts reported by the county superintendents is 4,276, an increase since last year, in this class of districts, of only 1. The previous year there was an increase of 80. The number of parts of districts returned is 2,191, making, by the usual estimate of  $2\frac{1}{4}$  parts to a district, 974 joint districts, or 44 more than last year. The whole number of districts, therefore, not including those cities which are not under the jurisdiction of county superintendents, is 5,250. Last year the number, excluding the cities, was 5,205, so that the total increase in districts is 45. The number of cities now reporting independently is 24.

### II.—CHILDREN OVER FOUR AND UNDER TWENTY YEARS OF AGE.

The number reported is 453,161, an apparent increase from last year of 17,159. During the previous year the apparent increase, after correcting an error in addition, was only 2,284. No reason can be assigned for so great a difference except the unreliable character of the statistics gathered under our present system of reporting by district clerks.

### III.—NUMBER OF CHILDREN OF SCHOOL AGE IN THOSE DISTRICTS WHICH MAINTAINED SCHOOL FIVE OR MORE MONTHS.

The number reported under this head is 449,034, which is 5,127

less than the whole number of school age, a difference considerably greater than that exhibited last year.

#### IV.—TOTAL NUMBER OF PERSONS ATTENDING THE PUBLIC SCHOOLS.

The number of children between four and twenty years of age, who have attended the public schools is 276,878; the number under four years of age who have attended is 499, and the number over twenty, 1,391, making the total number 278,768; a decrease from last year of 4,702; which is more surprising, in view of the fact that the increase in school population seems to be so large. It is presumed that more children than usual have been kept out of school and at work.

Tabulating all classes of pupils, the following is the result for 1873 and 1874:

	1873.	1874.
The number reported as attending public schools, is . . . .	288,477	278,768
The number reported as attending private schools, is . . . .	9,581	10,873
The number reported as attending academies and colleges is . . . .	2,544	1,628
The number estimated for benevolent institutions, is . . . .	1,225	1,125
Total . . . . .	296,827	292,394

#### V.—TEACHERS AND TEACHERS' WAGES.

According to the returns made, the number of teachers required in all the schools is 6,126, and the number actually employed some part of the year was 9,332.

The average wages of male teachers, in the country districts, is \$47.44 per month, and that of females, \$32.13. This is a considerable increase from the average wages reported last year, which were \$43.38 for males, and \$27.52 for females.

In the cities, the average for male teachers has increased from \$1,091 to \$1,148 per annum, and that for female teachers has decreased from \$377 to \$371.

#### VI.—TEACHERS' CERTIFICATES.

The whole number granted (exclusive of those issued in the cities and state certificates), was 7,395. which is 124 less than the number

of the previous year. The items for the past two years are as follows :

	1873 1st gr.	1874 1st gr.	1873 2d gr.	1874 2d gr.	1873 3d gr.	1874 3d gr.	1873 Total.	1874 Total.
To males .....	107	99	250	240	2,059	1,920	2,416	2,259
To females .....	29	50	250	268	4,927	4,918	5,206	5,236
Totals.....	136	149	500	508	6,986	6,828	7,619	7,495

It will be observed that the decrease is on the side of male teachers, being 157, while female teachers have increased to the number of 30, and somewhat in the number receiving the higher grades of certificates.

In the cities, the number of certificates issued was 55 of the 1st grade; 42 of the 2d, and 426 of the 3d; in all, 513; which, added to the number above, with 2 state certificates, make a total of 8,260.

#### VII.—STATE CERTIFICATES.

An examination for state certificates was held in July last, under the direction of Prof. Duncan McGregor, of Platteville. Prof. W. D. Parker, of Janesville, and Supt. Kirwan, of Manitowoc county, as examiners. Their official report shows that only two of the fourteen applicants were successful. These were Mr. B. F. Anderson, of Burlington, and Mr. J. C. Smith, of Oshkosh. In accordance with the recommendation of the report, the State Superintendent has issued to the former a life certificate, and to the latter a five years' certificate. Two or three other applicants, however, fell but little below the required standard, and their success at the next examination, in case they attend, is nearly assured. It is worthy of note that the deficiencies of these were chiefly in orthoepy and orthography, where, indeed, most of the candidates were signally unsuccessful. A rule of the examiners required the attainment of a at least 70 per cent. in every branch. There was, as I think was proper, no "averaging." A high standing in one branch did not atone for a low one in another. Every subject was considered sufficiently important to fall under the rule. The examination was conducted with equal strictness, fairness and courtesy, and I believe examiners and applicants separated at the close with mutual respect and good will. Not the least satisfactory feature ap-



peared to be the hopeful determination of the unsuccessful aspirants to "try again."

#### VIII.—GRADED SCHOOLS.

Including the independent cities, the number of schools with two departments is 210, a decrease of 7; and the number with three or more departments is 172, or 39 more than last year. Attention is once more called to the fact that graded schools could be much more extensively introduced, in the rural districts, under the "Town System." The same result would follow in some degree the establishment of town high schools, as elsewhere recommended in this report.

#### IX.—SCHOOL HOUSES.

The whole number returned is 5,113. The number reported last year was 4,957, showing an increase of 156. The amount expended for building and repairing was \$284,680, or \$23,254 less than last year. Thirty-three different counties have one or more school houses valued from \$5,000 to \$45,000, aside from those embraced in the cities which do not report to the county superintendents. The number of good school houses increases every year, though building has been less active than usual, the past year in the country districts, on account of the "hard times." The school houses of the state will accommodate 319,406 pupils, which is 40,638 more than the whole attendance upon the public schools.

#### X.—SUMMARY OF GENERAL STATISTICS.

The usual summary of the most important statistics is given below, showing the increase or decrease, in the first table, as compared with the previous year, decrease being indicated by an asterisk (\*):

	1873.	1874.	Increase.
Number of school districts, not including independent cities.....	5,205	5,250	45
Number which reported.....	5,180	5,197	67
Number of children over four and under twenty years of age in the state.....	436,001	453,161	17,159
Number of children over four and under twenty years of age in districts maintaining school five or more months..	432,959	449,084	16,075
Number of children over four and under twenty years of age who have attended school.....	281,708	276,878	*4,830

## Summary of General Statistics—continued.

	1873.	1874.	Increase.
Total number of the different pupils who have attended the public school during the year .....	283,477	278,768	*4,709
Average number of days a school was maintained .....	151	152	1
Number of days' attendance of pupils over four and under twenty years of age .....	19,812,009	20,900,864	1,098,855
Total number of days' attendance of different pupils during the year .....	20,211,939	21,090,612	878,673
Number of days schools have been taught by qualified teachers .....	787,587	804,499	16,932
Number of pupils who have attended private schools .....	9,581	8,551	*1,080
Number of schools with two departments .....	217	210	*7
Number of schools with three or more departments .....	163	172	9
Number of teachers required to teach the schools .....	5,743	6,126	383
Number of different persons employed as teachers during the year .....	8,903	9,332	429
Average monthly wages of male teachers in the country .....	\$43 38	\$47 44	\$4 06
Average monthly wages of female teachers in the country .....	27 52	32 13	4 61
Average monthly wages of male teachers in the cities .....	109 10	114 80	5 70
Average monthly wages of female teachers in the cities .....	37 70	37 10	*60
Number of schools visited by the county superintendents .....	4,307	4,194	*113
Number of public school houses in the state .....	4,957	5,113	156
Number of pupils the school houses will accommodate .....	315,111	319,406	4,395
Number of sites containing less than one acre .....	3,693	3,742	49
Number of sites well enclosed .....	1,523	1,494	*29
Number of school-houses built of brick or stone .....	693	686	*7
Number of school-houses with out-houses in good condition .....	2,174	3,156	982
Highest valuation of school-house and site .....	\$75,000	\$75,000	.....

*Aggregates of Values and Expenditures.*

VALUES.	1873.	1874.
Total valuation of school houses .....	\$3,995,422	\$3,713,875
Total valuation of sites .....	425,788	490,118
Total valuation of apparatus .....	181,326	117,140
<b>Totals .....</b>	<b>\$4,602,536</b>	<b>\$4,321,133</b>
EXPENDITURES.		
Amount expended for building and repairing.....	\$307,984	\$284,680
Amount expended for apparatus and libraries.....	10,143	16,762
Amount expended for teachers' wages.....	1,417,395	1,302,694
Amount expended for old indebtedness.....	98,336	99,705
Amount expended for furniture, registers and records .....	41,588	39,302
Amount expended for all other purposes.....	210,816	227,642
<b>Totals .....</b>	<b>\$2,086,212</b>	<b>\$1,970,885</b>

## XI.—RECEIPTS AND EXPENDITURES.

The sums received and expended for school purposes during the year are as follows:

RECEIPTS.		
Money on hand August 31, 1873.....	\$452,055	
From Taxes levied for building and repairing.....	231,040	
From taxes levied for teachers' wages .....	967,753	
From taxes levied for apparatus and libraries.....	13,767	
From taxes levied at annual meeting .....	355,295	
From taxes levied by county supervisors.....	267,799	
From income of state school fund.....	169,481	
From other sources.....	219,868	
<b>Total amount received.....</b>		<b>\$2,677,058</b>
EXPENDITURES.		
For building and repairing .....	\$289,680	
For apparatus and libraries.....	16,763	
For services of male teachers .....	559,564	
For services of female teachers.....	753,132	
For old indebtedness.....	99,706	
For furniture, registers and records .....	39,303	
For all other purposes.....	227,643	
<b>Total amount expended.....</b>		<b>\$1,985,791</b>
Money on hand August 31, 1874.....		\$567,396

## XII.—EDUCATIONAL FUNDS AND INCOMES.

As appears by the report of the Secretary of State, the gross receipts and disbursements pertaining to the several Educational Funds and the incomes thereof for the fiscal year ending September 30, 1874, were as follows:

	Receipts.	Disbursements
School Fund .....	\$81,893 11	\$99,114 00
School Fund Income.....	188,763 97	186,272 24
University Fund .....	8,733 07	10,000 00
University Fund Income ...	43,131 31	43,032 71
Agricultural College Fund .....	5,424 09	10,950 00
Agricultural College Fund Income.....	18,754 67	18,754 67
Normal School Fund.....	50,756 93	70,511 07
Normal School Fund Income... ..	80,184 90	61,128 70

## XIII.—APPORTIONMENT OF SCHOOL FUND INCOME.

The amount apportioned in June last, on the returns for the school year ending August 31, 1873, was \$183,947. The ratio of apportionment was 42 cents per scholar, the same as for the previous year. It is, perhaps, probable that the ratio may be a little less for the next apportionment.

## XIV.—TEXT BOOKS.

The number of districts reported as having "adopted a list of text books" is 1,367, or 44 more than was reported last year. For a detailed statement of the books most used in the different counties, reference is made to Table No. IX. A separate table is given for the cities.

## XV.—WEBSTER'S DICTIONARY.

Two hundred and fifty-five copies remained in hand at the date of the last report. The Legislature authorized the purchase of two hundred and fifty copies for the next year ensuing. Of these, one hundred and ninety-eight remained on hand at the close of the account, (December 10,) and will probably be sufficient to fill all applications up to the time of the usual yearly purchase. Of the

three hundred and seven distributed the past year, two hundred and five have been first supplies, in part to new districts or departments, but in many cases to old districts which had previously neglected to apply for them, and one hundred and two have been sold to districts whose first supplies were worn out or lost. To meet the entire demand, for first supplies and sales, up to the usual time of purchase, in 1876, two hundred and fifty (250) copies will probably be needed. The money received for those sold goes into the income of the school fund.

#### XVI.—CONVENTION OF COUNTY SUPERINTENDENTS.

The annual convention of county superintendents was held in this city Dec. 29, 30 and 31, 1873, my predecessor in office, Hon. Samuel Fallows, presiding. The proceedings are given in the usual place.

#### XVII.—STATE TEACHERS' ASSOCIATION.

The executive or semi-annual session of this body was held at the same time with the above convention, the members of the two bodies, to some extent, attending both. The proceedings are given elsewhere.

The annual meeting was held in this city July 15, 16 and 17, under the presidency of B. M. Reynolds, Principal of the High School at La Crosse. The proceedings are appended to this report.

The next annual meeting will be held in the city of Eau Claire, under the presidency of J. Q. Emery, Principal of the High School at Fort Atkinson.

#### XVIII.—COLLEGES AND UNIVERSITIES.

In addition to the State University, the following institutions have reported as required by law: Beloit College, Caroll College, Galesville University, Milton College, Racine College, Ripon College and Wayland University.

The following table presents the usual summary of statistics for the past two years:

	1873.	1874.
Number of Colleges reported (not including State University).....	6	7
Number of members of faculties .....	61	66
Number graduated at last commencement .....	62	61
Total number who have graduated .....	383	610
Number of students in senior classes... ..	53	58
Number of students in junior classes.....	56	52
Number of students in sophomore classes .....	100	85
Number of students in freshman classes.....	129	243
Number of students not in regular classes .....	143	65
Number of students in preparatory departments .....	1, 275	996
Total number in the institutions .....	1, 756	1, 401
Number of acres owned by the institutions .....	2, 851	3, 605
Estimated cash value of lands.....	\$66, 520	\$98, 200
Estimated cash value of buildings .....	302, 500	294, 250
Amount of endowment funds, except real estate.....	230, 555	303, 008
Amount of income from tuition .....	95, 244	86, 072
Amount of income from other sources.....	33, 017	32, 944

NOTE.—In the item of tuition above, is included the amount paid for board also, at Racine College, which is about \$71,000 for 1873 and \$64,000 for 1874; leaving the amount of tuition proper, each year, \$24,244 and \$24,072.

#### XIX.—ACADEMIES AND SEMINARIES.

Only the following have reported, the statistics of which will be found elsewhere: Elroy Seminary, Elroy, Juneau county, not long since established; Kemper Hall, at Kenosha, and St Clara Academy at Sinsinawa Mound.

#### XX.—CHARITABLE AND REFORMATORY INSTITUTIONS.

Reports have again been obtained from most of these institutions, and will be found in their proper places, among other documents appended to this report.

#### XXI.—TEACHERS' INSTITUTES.

The institutes held during the past year have been conducted, in the most part, as in the previous year, by Professors Robert Graham, Duncan McGregor and Albert Salisbury, from the three normal Schools. As full reports of the institutes are given in the tables, reference is made to them for detailed information.

## INTERMEDIATE SCHOOLS.

The need of increased facilities for secondary or academic instruction in our state has long been felt. It has repeatedly found expression in the annual sessions of the State Teachers' Association. It has often found utterance in teachers' institutes, county associations, etc. It has been recognized in the annual messages of our Governors and the annual reports of State Superintendents. It found embodiment last winter in the state legislature, in a bill which passed the assembly, and had many friends in the senate, but, owing to doubts of the wisdom of the particular plan—not, however, of the need of *some* plan—it failed to become a law. That this bill should have been received with so much favor when not originating from nor being endorsed by the teachers of the state, and receiving no support from the Department of Public Instruction, was a fact full of significance. It indicated that the people of the state are widely feeling the want of certain educational facilities they do not now possess, and are willing to endorse and put into statute law a plan for the creation of these facilities, providing, that plan appears to be *a thoroughly wise and practical one.*

Here has been the difficulty. Who could say what was the wisest plan among the many that had been suggested? Who could say that "county academies," or "town high schools," or some modification of the present "graded school" system, would most satisfactorily meet the needs of the people and subserve the best interests of the cause of education in the state?

When, last January, I entered upon the duties of my office, I considered this matter of intermediate schools decidedly the most important educational question in the state. I determined to give it consideration before all others. I wished not only to study the solutions suggested and attempted in other states, but, by careful observation and inquiry in this, to ascertain, as nearly as possible, the real needs and sentiments of our own people respecting this subject. I have to confess, however, that I entered upon the inquiry with slight prejudices in favor of some system of county schools that should supply the long needed "missing link."

As the result of nearly a year's personal observation in many counties of the state, of personal conferences with teachers, school

officers and citizens, and of correspondence with others whom I have not met, I have become entirely convinced of the following facts:

(1) That out of the cities and more important villages, there is a large need and demand for higher educational facilities than the common district schools afford.

(2) That a very large proportion of common school teachers have never enjoyed educational advantages above those offered by the very schools or class of schools in which they are teaching; and that as a consequence of this system of "breeding in," the common schools are to a considerable extent doing feeble and inferior work.

(3) That elementary instruction in the common schools is suffering from a course of studies in these schools too extensive for the time of a single teacher, and inconsistent with that systematic gradation and division of labor which in all other great enterprises accomplish the best and largest results.

(4) That to remedy these evils and to meet the popular need, there should be established a new system of higher schools, widely scattered, and in close relationship with the primary district schools of the state.

Very much has been said by the friends of university or collegiate culture respecting the need of intermediate schools in order to secure the fullest development and welfare of the University, that chief capstone of our state school system. Against this I have not a word to say; but the great popular need I have found to be not a *few long ladders* by which to climb to the solitary peak whence all the wisdom of the earth is under view, but rather many short and convenient and inexpensive ones by which to climb to the broad and fair and wholesome table-land of secondary or academic culture. What is everywhere needed is not so much the *preparatory* school as the *supplementary* school. Therefore, without special and immediate reference to the interests of the University and of those comparatively few pupils who in any event will seek therein that superior culture to which peculiar ambition or peculiar wealth may lead them; without reference just now to anything beyond immediate and substantial benefit to primary teachers and and to thousands of isolated country families, it is my conviction that the system we need to inaugurate is a system of township rather than of county schools.



A single academic school in a county will poorly meet the needs of the great majority of its inhabitants. It will lack the essential and popular element of accessibility. For but a very small fractional part of the children of the county will it supplement the scanty information and training of the primary school with its own broader and more culture-giving course. But put such supplementary high or grammar school in every town, or in a district of two, four, or more towns, and let it be the well-known and (comparatively) easily accessible goal of juvenile ambition and reward of juvenile attainments, placed alike before rich and poor, then the good it will do will be abundant, everywhere manifest, improving every primary school and blessing almost every family.

A system of town high schools for the state is by no means a new conception. It has had for years many and able advocates. It was considered by several of my predecessors in office as one of the excellent results that would naturally come from the adoption of the "township system" of school government. It probably has the endorsement of nearly all the most intelligent educational men of the state.

While this is true, it is equally clear that no adequate and practical provision for the successful establishment of such schools has as yet found embodiment in our school law. There is a law authorizing the joint action of two or more *districts* for establishing and maintaining a high school, but experience has abundantly shown that such a school can seldom be created by the voluntary action of two or more petty districts.

The high school must be the creation of at least a town; and I recommend such a change in the statute law as would give to a town, or to two or more adjoining towns, the privilege and power of establishing such a school, and of supporting it, in whole or in part, by a general tax.

I further and most earnestly recommend that the state not only grant this privilege of voluntary action, but that it should do more—should *offer a special inducement to the exercise of this privilege*. Co-operation of state and local action is already a well settled and successful policy in our educational system. This wise policy finds its origin and its sanction in the very constitution of human nature. To the principle in our nature upon which it is based the publisher successfully appeals, when he offers to subscribers the premium of a chromo, an engraving or a book. Indif-

ference is transformed into interest, and even poverty finds ample means to invest, when the extra inducement has exerted its subtle but potent influence.

But more pertinent illustrations can be found. To some extent the principle has been recognized and embodied in statute law. Thus Canada offers to her local school boards a premium of 100 per cent. on every cash order for school apparatus,—i. e., she sends double the amount ordered and paid for,—and we need not refer to official statements to be convinced that the schools are “amply supplied with the best kind of maps, apparatus and other requisites” for successful work. New Jersey offers a premium of \$20 to every school district that raises a like amount by subscription for the purpose of purchasing a school library, and for every year thereafter she offers \$10 for enlarging the same, provided a like sum of \$10 is subscribed by the district. The result is that the library system of New Jersey is probably the most vigorous in the Union. Within two years after the passage of the law, 236 districts, or more than one-sixth of all in the state, had established school libraries, under the stimulus and aid of the state appropriation.

But the most remarkable and instructive illustration that has come to my knowledge is exhibited in the state of Maine. This state offers to her towns from her own treasury, as a premium for the establishment of free high schools, one half the cost of instruction therein; and under the influence of this most encouraging offer, nearly one-third of all her towns, within a single year, established such schools, and thus was quietly and wisely and satisfactorily solved for her a large portion, if not all, of the very problem that has furnished the source of so much discussion and perplexity to the teachers and legislators of Wisconsin:

To the peculiar features and the remarkable success of the plan that has been in operation for two years in that state I now wish to call especial attention. It is my mature judgment after due investigation and reflection, that this plan, with perhaps a few modifications to suit our peculiar circumstances, would work as satisfactorily in Wisconsin as in Maine. Its central principles of state and local co-operation and of a wise and efficient division of labor; its simplicity and flexibility, adapting it to the needs of country life,—these appear to me to be elements of enduring popularity and usefulness.

## TOWN HIGH SCHOOLS OF MAINE.

The history of the origin and success of this admirable enterprise in our distant sister state cannot be more briefly, clearly and eloquently told than in the words of her singularly efficient and accomplished Superintendent of public schools, Hon. Warren Johnson. In his Annual Report for 1872 are to be found the following preliminary statement and recommendation:

"For 'superior' education, that is, a grade intermediate between the common school and the college, we formerly had endowed academies, classical schools and private or denominational seminaries. A few of the latter, advanced to the grade of semi-colleges, still maintain a flourishing existence under the impulse of private endowments and of fostering denominational interest. We have no classical schools like Andover and Exeter. The academies, the former real high schools of the people, are gradually disappearing from the field, where, at the proper time, they did a noble and faithful educational work. Their record is written in bright letters, their influence has pervaded and still pervades every professional department of life. The 'happy olden days at the academy' come in pleasant memories and reminiscences to beguile the business man or the merchant who is under obligations to his venerable 'preceptor' for whatever skill and culture now distinguish him. The academies served their day, and well. They must now give way to a new order of things. The world demands *free* education everywhere, certainly up to the threshold of the college proper. The academies never gave it. The world demands education more generally diffused, the privileges more widely extended. The academies were limited in number, generally one in each county. We need 'superior' education in almost every town. Again, the academies are comparatively poorer than formerly, peculiarly I mean. With their present endowments and rates of tuition, as large as ever, they cannot command the services of the 'giants of former time,' hardly even of the second rate teachers of the present time. Neither are they supported by students from cities and larger towns as formerly, for these places have established free academies of their own, in the form of the city and village high school. There can be no other conclusion, it seems to me, but that the academy system must give place to some other agency. What shall that be? It must be something in response to the demands of society indicated above. To be free, it must be supported by endowment. To be general, it must rest upon the interest and property of all. To afford the privilege of 'superior' culture to all, and to be in the largest degree efficient, it must be in harmony with the public school system, and form part and parcel of the same. This is essentially then the *Free High School*. The engrafting of such an element upon our public school system would tend greatly towards the enlarged culture and refinement of our grown up boys and girls, our young men and young women; would open up facilities for advanced scholarship to hundreds who now covet the privilege, but must be otherwise

forever debarred; would furnish our Normal schools, Seminaries and Colleges with more and a higher grade of students; would give us more accomplished teachers, and in truth, would add dignity and lustre to the whole educational system. I recommend the Free High School, established upon some basis similar to the following:

*"An act in aid of free high schools.*

"SECTION 1. Whenever any city, town or towns shall establish and maintain a suitable free high school for such city, town or towns, and shall annually make special appropriation, by tax or otherwise, for the same, the state by this act covenants to appropriate annually in aid of said free high school, not already provided for by state aid, a sum equal to the amount raised and actually paid by each city or town, for the like purpose, in no case to exceed five hundred dollars on the part of the state; said appropriation to be paid by the state treasurer from the general treasury, on or after November first of each year, upon proper certification by the governor and council, as provided in section four of this act.

"SEC. 2. It shall be the duty of the town, or school district, in which said free high school shall be located, to furnish at the expense of said town, or district, a suitable building and equipments for said school.

"SEC. 3. The course of study in said high school shall embrace the ordinary academic studies, and especially the natural sciences in their application to mechanics, manufactures and agriculture.

"SEC. 4. Prior to the making or paying of any appropriation by the state in aid of such school, satisfactory evidence shall be furnished to the State Superintendent of Common Schools, and by this officer to the governor and council, that the city or town asking aid has complied with the conditions required in sections one and two of this act; and a certificate shall be issued by the governor and council for the benefit of the city or town asking such aid.

"SEC. 5. Cities, towns and school districts are hereby empowered to appropriate a portion of school money to sustain said free high school as indicated in this act, in addition to the special appropriation required by section one.

"SEC. 6. The free high school contemplated by this act shall be free to all youth in the town, on such conditions of attainments or scholarship as shall be fixed by the superintending school committee of that town, and the same school may be open to youth from other towns upon the same conditions of scholarship, and at such rates of tuition as the superintending school committee may determine."

It will be observed that what Mr. Johnson says of the educational situation in his own state is now equally applicable to ours, except that the academies which he speaks of as disappearing from the field, Wisconsin *never had* to any extent. The few here established have mostly disappeared as there; but owing to the early growth of the

high school system in our cities and larger villages, the academy system of New England never found in Wisconsin the genial conditions it so long enjoyed in the east.

The new plan thus presented appears to have received the immediate approval of the legislature, and to have become a law with the provisions and conditions substantially as recommended by the superintendent. In his next annual report for 1873, I find and quote the following fitting and gratifying sequel to the recommendation and enactment of the previous year:

“There has been developed a stronger and better feeling of co-operation between the state, as a whole, and the towns as individual members of the state body. The common interests of stock and branches have been more fully and cordially recognized. The apprehensions of centralization, abridgment of ancient rights and privileges, on the part of towns and districts, have been allayed by a calm review of the situation, and by the cheerful readiness of the parent state to bear her share of the pecuniary burden, while the municipalities have responded to the parental aid by continuing nearly their former appropriations (the legal requirements being really less than formerly) by equal voluntary contributions to prolong schools and self-imposed taxation to build new school-houses and improve old ones. This element of co-operative effort between town and state is a pleasing and promising feature in the enterprise of public education. The state *and* the town are the interested working parties in this grand labor; not the state alone, not the towns alone. The free high schools have in an especial manner illustrated this agreeable plan of co operation. The state says to towns, establish free high schools and one half the cost of instruction shall be paid from my treasury. In response, nearly one-third of the towns have established such schools, and generally with remarkable satisfaction and success. An examination of the list discloses the gratifying fact that they are mostly towns of medium wealth and population, and have seized upon this privilege as almost the only one to secure to the older pupils facilities for attainments and culture beyond what may be afforded by the common school. In many instances hearty expressions of gratitude for this benefaction of the state have been received from individuals and communities more or less distant from the ordinary academy.”

We are informed in a tabular statement of the same report that the whole number of towns making returns the first year was 110, the whole number of districts 24, and that in several towns two or more schools have been held, making a total of 150 different High Schools established in a single year under this fostering care of the state. As two or more schools in a town count as one in receiving state aid, there was in this sense only as many schools as there were towns and districts that established them, or a total of

134. Of these 59 continued one term, 49 two terms, 20 three terms, and 6 four terms in the year. The amount of money appropriated by vote of the town and districts was \$83,219, and the amount paid from the state treasury \$29,134.

In commenting on the tabular statement the Superintendent says:

"An examination of the foregoing discloses the fact that while all of the cities but two, Augusta and Saco, have availed themselves of the privileges of the free high school act, a large majority of the above are towns of medium population and wealth.

"It will be seen that even two plantations established successful schools, raised necessary funds and obtained the gratuity of the state. From personal observation, I feel assured that the school thus maintained in one of those plantations met the urgent educational wants of the pupils between the ages of fourteen and twenty-one, as no other school possibly could." \* \* \*

"Under the elastic provisions of the law by which the state responds to the action of town or towns, district or districts, individual gifts, donations, bequests, subscriptions, etc., it seems hardly possible that there can be any town or community in the state, which can not avail itself of the privileges under this act of legislation. \* \* \*

"In connection with this plantation statement, it will be noticed that thirty of the foregoing schools were maintained at an expense each, of two hundred dollars or less, and that more than one-half cost five hundred dollars each, or less than that sum, requiring an outlay on the part of the town or district of two hundred and fifty dollars or less. Furthermore, it will be seen that only seventeen towns obtained the maximum gratuity of the state, namely, \$500, amounting to \$8,500, while the high schools of these same towns cost \$41,459. Hence it appears that nearly three-quarters of the awards by the state to free high schools were distributed to the country towns. That is, the privileges for higher culture were carried out into the producing sections of the state, rather than obliging the latter to seek the rich centers for educational facilities not otherwise attainable. \* \* \*

"The statistics presented, afford the best and most convincing proof in regard to the success of this new element in our public school system, as also the most powerful argument for its continuance. In addition to these 'numerical' facts, the numerous epistolary expressions received at this department, and the commendatory statements made by parents, whose children have enjoyed the privileges thus afforded, are simply eloquent pleadings in favor of the free high school. The following extract is a specimen:

"DIXFIELD, Nov. 22, 1873.

"WARREN JOHNSON, Esq. — *My Dear Sir*: — I now return Free High School Certificate for the town of Dixfield. I hope it is all right. Our schools have far surpassed our most sanguine expectations in point of numbers and regular attendance, and in the progress the scholars have made. They have been a perfect success. The prejudice against the free high

school act here has all died away, and 'all hands 'round' in this town, are for continuing the same system. I think it would be so everywhere if they put it into operation properly.

ISAAC RANDALL, A. M."

In another part of the present report, I have thought best, for the purpose of giving more accurate information respecting the details of the Maine system, to print the high school law in full, as it now stands among the statutes of that state, and also a circular of information issued by the Superintendent, showing why these schools were established, the conditions upon which and the time when state aid is given, the grade of admission, the studies pursued in the school, etc. To these I invite close attention.

#### SUMMARY OF ADVANTAGES.

The advantages of this system of township schools, legitimately to be inferred from the character of the system, and from the educational needs of our state, are the following:

(1.) These schools would make easily possible to any community advantages for a culture superior to and supplementing that afforded by the common mixed schools, and would especially in this meet the needs of the great producing class of our population.

(2.) They would improve the common schools by furnishing them more accomplished teachers, by confining the work done in those schools to narrower limits and thus making it more efficient, and by stimulating the juvenile ambition and efforts of the pupils.

Says Hon. Newton Bateman, probably the ablest of the Superintendents since Horace Mann:

"The common schools themselves are the better for the public high schools, and the high schools for the university. The high school is to the elementary, what the upper classes of a graded school are to the lower—a sharp and perpetual incentive to assiduity and effort. I will not say that without the spur of the high school the common schools could not be kept up to a paying standard of excellence, but it is very safe to say that they would deteriorate in spirit and efficiency, even with greatly increased energy and vigilance on the part of the teachers. As quickeners of the common schools, down through all their various gradations, high schools are of very great value."

(3.) They would open a new and much needed field of effort for the graduates of our Normal Schools, bringing the influence of these schools more immediately and strongly to bear upon the common schools of country and village districts, where that influence has as yet seldom penetrated.

(4.) The flexibility of the system is such as to make it adapted to the means and needs of all portions of the state. From the existing high or graded school of a city or large village, wishing to push its work higher or to make it more effective, to the poor country town or districts barely able to raise a hundred dollars by tax or subscription, to secure for a single term in the year the advantages it covets—from one extreme to the other, throughout the limits of the state, whether in rich and populous, or in poor and thinly inhabited portions, it would adapt itself to the varying needs and ability of the people.

(5) It would not only furnish opportunity for higher culture to all portions of the state and all classes of its people, but it would practically supply the "missing link" in our system between the common school and the university. The majority of the schools established under this plan could not, for some time, do full preparatory work for the university, nor would the majority of them be called upon to do it. Many of them, however, even of the newly established, would be almost immediately able to do such work, and others would soon attain the ability; while large numbers of existing high and graded schools would be enabled to become efficient feeders to the university, even to the desirable extent of full classical preparation.

(6) By no other system could the bounty of the state be so widely and uniformly distributed. The university requires for its success large expenditures at a single geographical point. The Normal Schools require large expenditures at only four geographical points in the state. A system of county schools would require a large expenditure at a single point in the county, and the schools of that system would almost as fully lack for the masses the element of accessibility, as do now the Normal Schools of the state. Moreover, under an inflexible county system, with its necessity for a single location and for costly buildings, many counties would refuse to coöperate in the plan, and thus uniform advantages and a uniform distribution of state aid could not be secured for even all the counties.

The present plan, however, distributes the material aid of the state as widely as it distributes the advantages. It is scarcely credible that every county—nay, it is scarcely credible that many parts of every county—would not share in both.

(7.) Not the least merit of this system is its inexpensiveness to



the state and people. The plan provides for no costly buildings. Not a penny of state aid goes to such. In very many towns a building already exists, a portion of which could be temporarily utilized for the purposes of the school. In some towns a particular school-house might be used for a term or a year. This would be especially easy under the superior township system of government, all the schools of the town being then under the control of one board.

But the success of the schools and their developed needs would in multitudes of cases sooner or later lead to the erection of a suitable building for the exclusive and permanent use of the school. A building to be used for that purpose and also as a town house, for other occasional but necessary purposes, would be much more easily erected by a town than a school-house by a petty district, and would be a possession of great and enduring usefulness.

The annual cost to the state for many years would probably not be more than the annual cost of supporting one-half the four normal schools of the state. A fourth or even an eighth of a mill tax upon the property of the state, would yield more than sufficient for the state support contemplated in this plan. The one mill tax imposed by Maine upon a property valuation only about one-half that of Wisconsin yields more than five times the amount given by the state for the support of her high schools, the balance going to increase the income of the school fund and thus to diminish local taxation.

The direct saving to the people in the cost of board, of tuition and of transportation, all unavoidable expenses in obtaining higher education, under the present system, to the great majority of the people, would be very great; while the advantages of educating children at home under the parental eye, at the most susceptible period of their lives, and before character has become sufficiently mature to justify entrance elsewhere upon the higher studies of the college or university, need only be alluded to.

In concluding my remarks under this division of recommendations, I desire to call attention to a brief but exceedingly suggestive article on Town High Schools, from the pen of Hon. W. H. Chandler, Superintendent of schools of the east district of Dane county, and member of the Board of Regents of Normal Schools. This article, which excellently illustrates and enforces several points already presented, will be found on page 220 of the present report.

Following this, on page 223, will also be found a brief extract from the last Biennial Report of Hon. Newton Bateman, the distinguished and able Superintendent of Illinois, bearing upon the law recently created in that state providing for the establishment of Town High Schools. The object of this law is the same as that of the one in more successful operation in Maine. Its chief defect is the absence of state aid, inspiring and supplementing local action—an aid the wisdom of which is clearly perceived by Superintendent Wickersham, of Pennsylvania, who says in his last Annual Report:

“Encourage in all proper ways the grading of public schools wherever they can be graded, and the establishment in connection with them of High Schools or departments for higher instruction. \* \* \* It would be a judicious expenditure of money to grant, as has been done in some states, a special appropriation out of the common school fund to every public High School.”

Since the date of this Report, and the preparation of much of the foregoing respecting intermediate schools and the high school system of Maine, I have the pleasure of announcing the receipt of late and very satisfactory information respecting the continued success of the system in that state during the year just closed. Superintendent Johnson informs me, under date of Jan. 6, 1875, in a letter not intended for publication, that the plan has so far continued to work well, that “the re-action on the common schools is favorable”; that towns having the high schools like the system, and that it peculiarly “favors the country in distinction from cities,” making “superior culture possible to every community in the state.”

I am also indebted to him for a copy of the message of Governor Dingley, delivered to the legislature of Maine, January 8, 1875, in which, under the head of “The Educational Interests of the State,” I find the following words of official and emphatic commendation:

“The free high school system, adopted two years since, has been more successful than its most ardent friends dared to hope, and promises to exert a still greater influence for good in the future. During the past year 161 towns have maintained 340 terms of free high schools, giving instruction to about 14,000 pupils, at a cost of not far from \$100,000, of which a little less than \$40,000 will be contributed by the state.”

It also affords me pleasure to say that since the date of my re-

port the system of town high schools here recommended has been submitted to two large representative gatherings convened at the capital from all parts of the state. After able discussions at the recent semi-annual meeting of the State Teachers' Association, the committee on Intermediate Schools (consisting of the State Superintendent, the President of the State University, and the President of the Oshkosh Normal School) to which the subject was finally referred, reported as follows: "Your committee agree in recommending the adoption by the state of Wisconsin, of a system of free town high schools, similar to that now in operation in Maine." The report was unanimously adopted by the Association.

During the recent convention in this city of the State Grange of the Patrons of Husbandry, I deemed it advisable to call the attention of that body to the peculiar merits of the high school plan above set forth. The committee on Education to which my communication was referred, after due consideration of the subject, reported their unanimous and hearty approval of the plan, and their report was adopted by the convention without a dissenting voice.

I feel confident that a plan promising much greater unity and efficiency to our school system; giving largely to the country the advantages for higher culture hitherto almost exclusively possessed by the cities, and large villages, while at the same time assisting these to raise still higher the character of their own schools; nobly standing the test of two years actual experiment in another state; receiving the unanimous endorsement of the State Teachers' Association, after passing the ordeal of discussion and the scrutiny of two committees; and, finally, meeting the warm approval of a convention representing through a wide reaching and powerful organization the interests of agriculture and rural life in all portions of the state—I feel confident that such a plan for the promotion of our educational welfare will commend itself to the earnest consideration of the representatives of the people assembled in the present legislature.

### THE TEXT-BOOK QUESTION.

Few questions relating to school economy possess in so high degree the elements of both importance and difficulty as the question of text-books. Few have been more generally and fully discussed. Few have called forth more varied attempts at solution.

That text-books are necessary, that all children in the schools

should be supplied with them, and that in at least the individual school there should also be uniformity, are axioms universally admitted.

Yet facts abundantly show that in Wisconsin, as in other states, no inconsiderable portion of the children in school are partially or wholly without text-books, that others use books unlike those of the majority, and that often in the same school the members of a class, or those who should constitute a single class, are somewhat equally divided into two, three or more sections, by the composite ownership of as many different sorts of books. It is also certain that to some extent the inability of the poorer class to purchase books for their children is the cause of that percentage of non-attendance, which is so generally deplored, and for which a compulsory law is widely held to be the only remedy.

This absolute lack of books on the part of a few in nearly every school, and this want of uniformity on the part of a larger number, are evils which seriously waste the time and energies of the teachers and impair the efficiency and value of the schools. That this result is inevitable, is clearly proved by a little intelligent reflection. It needs not the overwhelming testimony of complaining teachers and superintendents.

Of this want of uniformity in text books there are several causes: (1) the frequent changes in books, owing to the individual preferences of a constant succession of teachers, or to the importunities of publishers' agents; (2) the permanent or temporary inability of some to purchase the books of the prescribed series; (3) unwillingness on the part of others who do not see the need of a change; (4) the migratory habits of many which lead to constantly recurring removals from one town, county or state to another. These latter are generally poor, often with large families, and necessity compels the continued use of the same books, or debars from the possession of any books.

Besides constant injury to the schools, the present chaotic want of system in the adoption, purchase and use of text-books for them involves much unnecessary cost and unnecessary waste for the people. The high price of text books in proportion to the actual cost of their manufacture is a generally and justly admitted fact. It is not likely that publishers realize profits that may be considered extravagant, when the amount of capital invested, the risks incurred, and the means employed in selling are all taken into account; but the

ordinary retail price of school books is unquestionably larger by at least one third than a wiser system of purchase would render necessary.

Again, the burden of cost is made heavier by frequent unsystematic and unnecessary changes of text-books in the schools. One year ago the parent may have purchased for his children what appeared to be an admirable series of readers, arithmetics or geographies, and fondly hoped that the tax would not be again imposed until the books had done service for some years in successive but careful hands. Yet this term comes a teacher who has never used the books, and consequently has little faith in them. Far better work, he thinks, can be done with his own familiar series, and his views are opportunely endorsed and enforced by the ubiquitous, gentlemanly, and persuasive book-agent, who speedily talks last year's series out and this year's series in. The new replace the old at half price; two-thirds of the pupils obtain the former, one-third retain the latter, and "confusion worse confounded" thus reigns in the school room from year to year. The parent may protest, but protestations are of no avail. It is the weakness and selfishness of human nature intrenched in *the system*, only to be met and foiled when the law shall put forth its strong hand and utterly destroy this, their defense.

It is not, however, so much with parents as with teachers and pupils, that duty has enlisted my official—and more than official—sympathy, and led me earnestly to seek some adequate remedy for this prolific source of distraction and weakness in the schools. It is from teachers, superintendents and other school officers that complaint has most frequently and loudly come. It is from my personal knowledge, gained in former years as teacher or superintendent of public (and more especially of ungraded country) schools, that I am able to appreciate the full import of the evil, and the resulting and just complaint.

Before proceeding to recommend what I conceive to be an adequate remedy for this chronic defect in our educational system, it may not be amiss to present a few fresh proofs of the existence of the defect. From the evidence of a cloud of witnesses, I select the following:

"There can be found in the county, and indeed in many schools, nearly all varieties of text-books. There is nothing like uniformity, while many schools have not half enough books of *all* kinds."—Supt. POWERS, *Wood Co.*

"It is a fact that many families are poor and literally unable to supply their children with needful books, and therefore either keep them out of school, or send them without the necessary books. Thus, hundreds of children fall of the benefits of our very liberal means of common-school instruction."—H. ELLIS, *Portage Co.*

"The want of uniformity in text-books has been a serious drawback to the efficiency of the schools. The endless variety and diversity of school-books brought to Kansas with the children from nearly every state in the Union, find their way into the schools as so many disorganizers, bidding defiance to anything like classification or system. It is believed that so long as this evil continues, will the schools remain comparatively valueless, and the securing of a uniform series of text-books and holding to these for some years at least, will prove a means of greatly more efficient education."—Hon. H. D. McCARTY, *Supt. Pub. Inst., Kansas.*

"One great obstacle to satisfactory progress that confronts the teacher of an ungraded school is, the multiplicity of classes. In nine-tenths of the districts of the state the schools are ungraded or the grades mixed. The number of classes is necessarily large, and the time the teacher can devote to each is correspondingly short. In many of these schools the number of classes is greatly increased by the diversity of text-books used, and a great decrease would be effected if uniformity could be secured. The question, 'How can uniformity be secured?' becomes an important one."—Hon. E. A. APGAR, *Supt. Pub. Inst., New Jersey.*

"There is no good reason why school books should be frequently changed. The expense to our people of supplying the requisite school books is very great. It is rapidly increasing in the multiplicity of books required for each branch, and the increasing number of studies pursued. The expense attending this frequent change in text-books is a just and common cause of complaint. As the ordinary retail price of school books greatly exceeds the cost of publication, the propriety of devising some other method of supplying the schools with the necessary text-books has been occasionally canvassed."—Hon. ALONZO ABERNETHY, *Supt. Pub. Inst., Iowa.*

"A very important feature of the law, and one which should receive your earnest attention, is that connected with the frequent change of text-books. Some remedy for an evil that in many places has been very burdensome, ought to be devised."—Hon. JOHN MONTEITH, *Supt. Pub. Inst., Missouri.*

"The great evils of diversity or frequent changes of text-books are admitted and deplored."—Hon. B. G. NORTROP, *Sec'y Conn. Bd. of Ed.*

"I find a great variety of text-books in our schools. Indeed it is one of the greatest obstacles we have to contend with. I hazard the assertion that with a uniformity of text-books, and the proper classification that would result, more genuine work could be done in one term than in two under the present regime."—SAMUEL JOHNSON, *Sup't Cass Co., Mich.*

Such testimonies might be multiplied almost without limit.

They show that the evil is both serious and wide spread. It is probably no worse in our own state than in others; yet the uniform testimony of our superintendents shows that it is a blight upon the schools of every county. The sporadic efforts that have been put forth to remedy it, have been of little avail. They have lopped off a few branches, without going to the root of the evil. The migratory habits of our people, the poverty of some, the indifference of others, and the absence of any proper authority to enforce rules ever so salutary in principle, have continued the evils of diversity and lack of text-books with scarcely abated force. Indeed, it may be a question whether these evils are not now actually on the increase, owing to the increasing multiplicity of text-books published and urged upon the public, and the increasing number of subjects and divisions or grades of subjects taught in the schools.

#### REMEDIES.

Various solutions of the text-book question have been suggested or attempted. State uniformity, secured by law, county, town and district uniformity, have all been submitted to the ordeal of actual experiment, as well as of abundant discussion: As the state is the founder of the educational system, and to a great extent gives to it immediate support, guidance and inspiration, it is not unnatural that many should look to the state for such a uniformity in external appliances as characterizes the distribution of its material aid, and its laws for establishing, conducting and supervising the individual units of which the system is composed. If the state is the author of the system, furnishing the laws of its being, and, to a considerable extent, the very sustenance upon which it lives, why should not the state furnish all the conditions necessary for its healthy activity and growth? Why should it not erect the school buildings, furnish the necessary maps, charts, globes, reference books, and even the very text-books used by individual pupils?

Indeed, the general tendency of sentiment and practice is actually in this direction. Wisconsin already furnishes to her schools, free of expense, Dictionaries and Constitutions, of the latter of which she is herself the publisher. Nor is our state peculiar in this; a similar practice is found in other parts of the Union, while at least in one of the provinces of Canada all the maps, charts and other apparatus, as well as library and prize books, needed by the schools, are furnished to them by the government

according to a plan which diminishes the cost to the recipients more than fifty per cent.

It is not a source of surprise, therefore, that many intelligent friends of free education should urge that the state ought to secure uniformity of text-books in all the schools of its own system, and even that it ought to be the purchaser and distributor of the books it may have selected for their use. Nay, some intelligent men urge that the state might economically and wisely be itself the publisher of those books, by special contract with authors for their preparation, or by the purchase of copy-rights of books already prepared.

The number and intelligence of those who favor such a plan, as also a certain plausible and even logical consistency of this plan with some of the features of the public school system, demand for it a little consideration. After much reflection upon its advantages and disadvantages, and much investigation into the recorded experience of other states which have adopted the policy, I am entirely convinced that it is better to bear even the ills we have than to fly to those almost inevitably involved, in the plan of enforced state uniformity. The evidence of reason and the evidence of facts are both against it.

I cannot do better than to quote here from the reports of other states. The latest and, considering its brevity, the most conclusive evidence against state uniformity that has come under my observation is to be found in the last annual report of Hon. B. G. Northrop, the distinguished Secretary of the Connecticut Board of Education. In this report, bearing date of June, 1874, is the following:

"The great evils of diversity, or frequent changes in text-books, are admitted and deplored. To a casual observer, the remedy seems simple and easy. Several states have tried the experiment of enforced uniformity, and their experience furnishes a lesson for us. Such laws have occasioned so much alienation, evasion and litigation, that but one State School Superintendent, within my knowledge, now favors coercion in this matter.

"In some states it proved a costly experiment to them, however profitable it may have been to the publishers. Instead of giving my own views, I present a more authoritative judgment in the following report, unanimously adopted by the Joint Standing Committee on Education, in 1871, and accepted without dissent by the general assembly:

"The Joint Standing Committee on Education, who were instructed by resolution "to inquire into the expediency of establishing a uniform set of



school books for the use of common schools," beg leave to report that they have had the subject under consideration, and are of the opinion that on very many accounts it is desirable that there should be one and the same books used in all the schools of the state; and

"1st. Because the use of such uniform series would do away with the confusion which now exists in some schools where no uniform series is used.

"2d. It would remedy the evil in some towns where the local boards have neglected to prescribe books.

"3d. It would save expense to those children moving from one town to another, and often from one district to another in the same town.

"4th. It would prevent frequent changes of books, which is a very great evil; for, while occasional changes are desirable, and sometimes indispensable for the good of schools, too frequent changes retard the progress of pupils, embarrass teachers, and tax those having care of children heavily and unjustly.

"5th. It would prevent the introduction into the schools of inferior books by incompetent local boards for private interest.

"On the other hand, your committee find great difficulty in establishing and maintaining such uniformity of books; and some objections to having such uniformity, if it could be brought about and retained.

"1st. The expense of making a change to a uniform series. Your committee find that in the various schools of the state there are used 11 (eleven) different spelling books, 10 (ten) series of arithmetics, 8 (eight) series of readers, 7 (seven) grammars, 7 (seven) histories and 11 (eleven) geographies; that only about one-ninth of 119,944 children reported as attending schools the past year use the same books (that is, taking the average of the number of books given above, which is the best information your committee can now obtain). In order then to produce uniformity, eight-ninths of the children, that is 106,617, must have new books. The average cost of books for each child, your committee estimate at four dollars at retail. For introduction, these books can be had at half price, (not less at the present time, owing to the trade compact, whereby the publishers have agreed not to introduce books at less than half retail prices.) This would then cost the state, or those children, more than \$200,000, probably with cost of making the change not less than a quarter of a million of dollars. This would be a heavy tax on the poor people of the state. If such a change is to be made, your committee would recommend an appropriation from the state treasury of \$250,000 to furnish the books.

"Your committee have tried to devise some method to effect the change gradually, such as to order that all new books hereafter purchased shall be of one prescribed series. But such an order, it will readily be seen, would produce a diversity of books in eight-ninths of the schools for at least five years, and at the end of that time many that first made the change would desire another, and the state board or other constituted authority might, at the end of five years (though your committee would hope not), be induced to order new books; thus there would be confusion *ad infinitum* between the old and the new prescribed books.

"2d. Your committee do not doubt, from what has been stated to them, that the local boards having charge of schools in the large cities and towns, would either insist that the books they use should be the books for the schools of the state, or that their city or town should be an exception to the general order; thus would arise a clashing of interests, and a general order with exceptions would effect but little.

"3d. Parents and those having charge of children should have an influence in the matter of books; they have little enough, it is true, with the local boards, but with a state board they could have none at all. The local board is, in a measure, under their control; the state board further removed and more independent.

"4th. The power to prescribe what books shall be used in all the schools of the state, is too great a power, exposed, as it would be, to corrupting influences, to be placed in the hands of the board of education, or any other board.

"If it is true, as has been stated, that local boards have been bought when a trade of a few hundred dollars was pending, what shall be said of a state board when a trade of several hundred thousand dollars is at stake? It has already been shown that the first cost of making an exchange could not be less than \$200,000; this, in itself, would not be a matter of so much importance, inasmuch as we reckon the books at half price only, (but this, undoubtedly, pays a profit). But the subsequent trade would be an object worth bidding for.

It probably costs, on an average, a dollar a year to furnish each child with new books when no changes are made. This would make a trade, with the present attendance in our schools, of \$119,944, or to the publisher of \$100,000. Now to have this guaranteed for five or ten years, is quite an object, and publishers could well afford to pay one or two hundred thousand dollars for the trade.

"The gentleman who offered the resolution to instruct your committee, paid a high compliment to the integrity and wisdom of the Board of Education when he proposed to place this power, with its temptations, in their hands; and, in the opinion of your committee, the compliment is well deserved, and they do not doubt that, if this board are required to direct what books shall be used in all the schools, they will act wisely and independent of any mercenary influences or private interests. But, corrupt men are found in all places of trust, and who can tell what men may at some future time find a place on this board, especially if we make it a place of emolument at the expense of the people. Place this power with whatever body we please, or let the general assembly itself assume to direct what books shall be used in all the schools, and the same objection holds good.

"5th. If the Board of Education or any committee, or the legislature itself, should act with perfect integrity, unbiased by any outside influence, in prescribing one set of school books to the exclusion of all others, their good intentions, wisdom and integrity would be assailed, the value of their work destroyed, and the interests of education suffer. This objection would have had but little weight with your committee, had it not been for a remark made

to a member of the committee by the mayor of one of our cities, that "the member who introduced this matter of school books to the legislature must have been in collusion with some publishing house." Your committee know that this not so; that the source from whence the resolution instructing them to inquire into this subject came, is far above all influence of the kind here referred to, and that the question was introduced solely with regard to the good of the cause of education and the economy of the people of the state. But the remark shows the force of the objection your committee here present to the proposed measure; also how the best motives of the friends of education are misunderstood, and how they will be misunderstood if they attempt to act in the matter under consideration.

"It has been stated to your committee that the same books might not be equally well adapted to all the schools of the state—the graded and the ungraded schools. Other reasons for and against the measure have been stated to your committee, but your committee considered them of little force.

"In view of all the reasons mentioned in this report, your committee are of the opinion that it would not be expedient to direct, or to order any board to direct, what school books shall be used in all the schools of the state."

Our neighboring state of Minnesota tried the plan of uniformity for five years, from 1868 to 1873, and her State Superintendent, Hon. H. B. Wilson, in his last annual report, says, respecting it:

"Will it be wise for the legislature at its present session, or at any future session, to provide that the commission shall make another examination and selection of books for five years, or provide for another and larger commission for the same purpose? I think not. For many and good reasons I have always been opposed to state uniformity in text-books. While it has some advantages, the evils growing out of it more than counterbalance the good resulting from it.

"How is it in other states? It is not the states most forward in educational matters that have adopted uniformity. Some have adopted it, and then abandoned it. Massachusetts has never adopted it. None of the New England states have adopted a uniform system of text-books for their public schools, with the exception of Vermont, and it has been only partially successful there. Neither Ohio, Illinois or Pennsylvania has ever had a state uniformity. The great body of educators in the states above named are opposed to it.

"The great improvements we have had in text-books have resulted from competition among the publishers. But the controlling argument against uniformity is that it establishes a monopoly, and all the arguments that apply against monopolies in other cases, are pertinent in this."

The most elaborate, exhaustive and able discussion of this subject probably even presented by a state superintendent is to be found in the Eighth Biennial Report of Hon. Newton Bateman of Illinois. His conclusions are clearly expressed in the following paragraph:

"Such were some of the objections that I felt constrained to urge, fifteen years ago, to the plan of compulsory uniformity of text books throughout the state, the initial step towards which was taken in the school law of 1855, which required the state superintendent to designate the most approved books, maps, charts, apparatus, etc., and to do what he could to secure uniformity in the use of the same. I was sustained in those views by the great body of the teachers and friends of education in the state, and a measure which could hardly have failed to injure the school system, in its very infancy, was arrested. The next legislature not only declined to favor compulsory uniformity, but, also wisely repealed the provision making it obligatory upon the state superintendent even to recommend a state list of school books. Experience and observation have but confirmed the judgment then formed on that subject. The opinion is still confidently entertained that state uniformity enforced by law, is impracticable and undesirable, and that no such power should ever be committed to the hands of any public officer or committee. It has seemed worth while to review that portion of our common school history, and the principles involved, because the question of text books continues to recur in various forms, and there are some who still think that absolute uniformity throughout the state, and enforced by law, would, upon the whole be desirable and beneficial."

The subject of state uniformity engaged the attention of the Wisconsin State Teachers' Association at its annual sessions in 1872 and 1873. In the former a committee was appointed to report at the next annual session upon the feasibility of uniformity of text-books for the schools of the state. At the annual session held at Sparta in July, 1873, the committee reported that they had given the subject due investigation, had corresponded with state superintendents and leading educational men throughout the country, and were unanimously of the opinion that state uniformity was undesirable.

#### TOWNSHIP UNIFORMITY.

Having thus shown the evidence that state uniformity is undesirable, and is so regarded by nearly all those best qualified to judge impartially of its merits, the question now arises, what is the geographical unit, less than the state, which should be selected as upon the whole likely to secure the best results of text-book uniformity? I have no hesitation in answering that it is the township. The county is too large, and the school district too small for the most satisfactory results. County uniformity would involve the same difficulties and positive evils as state uniformity, but in a modified degree. The district is too small for a generally wise administration of any educational interest. The township is a convenient

unit for the local administration of all school interests, including uniformity of school books. Both reason and experience show this.

With the township system of school government, township uniformity of text-books would come as an easy and natural result; and it is altogether desirable, as elsewhere shown, that this system of government should speedily take the place of the present cumbersome, illogical and inefficient district system. But it is not at all impossible to obtain, even under present circumstances, the desired result of uniformity in the books used throughout the schools of a single town.

I earnestly recommend, for the securing of this desired result, such legislation as would create in each town a board authorized and directed to select the text-books needed in the schools of the town, and authorized also, if so instructed by the town, to purchase the same directly from the publishers,—the books so adopted not to be changed within less than three or five years. I would suggest that this board be composed of the district clerks of the several school districts of the town, together with the town clerk and the chairman of the town board of supervisors.

I would also further recommend that the law should allow towns to loan the books selected and purchased under this plan, free of expense to the pupils of the several schools, or at a rental, or to sell them at cost to the patrons of the schools. Under a law granting such powers, I would most cordially advise the universal adoption of the first of these three alternatives, viz:

#### FREE TEXT-BOOKS.

To the merits of this free plan I invite special attention. It is doubtless a plan whose novelty will to many be at first its chief and peculiar feature; but I feel confident that a candid consideration of what may be said in its favor will win for it wide approval.

Free text-books offer several substantial advantages which mere uniformity cannot secure. In the first place, they are strictly consistent with—nay, the logical result from—our theory of free schools. We hold general education to be the safeguard of our republican institutions. We hold that the state can secure a closer approximation to universal education than can be secured by denominational and individual effort. Hence the state system dots our plains, hills and valleys with school-houses, putting one almost

within sight of every man's door. It furnishes free seats therein, free maps, charts, globes, blackboards, and, to crown all, free instructors. The state says to all her children of school age, "Come, use and enjoy those means of instruction, without money and without price."

Such is the beautiful and alluring theory. But are facts really in harmony therewith? Is this proffered instruction so free that the seven children of the poor man can partake of it as easily as the two or three children of the rich man? The seats in the school-house may be free, but is suitable clothing for the seven so easily obtained that every term they may occupy those seats with a feeling of self-respect? The maps, blackboards and dictionary may be free, but are the more indispensable readers, arithmetics, spellers, geographies, etc., as free for the unfortunate seven? The services of the teacher may be free, but is the leisure of the seven so free from the necessity of productive labor that they can for any length of time continuously receive the benefit of those services?

Let him who is wont to boast of our "free" school system, to become indignant over the statistics of non-attendance, and to call loudly for a compulsory law to drive into schools the children of the "indifferent,"—let him conscientiously and thoroughly investigate the true causes of non-attendance, and he would probably exhibit an accession to his previous stock in the virtues of wisdom, benevolence and reticence. In this investigation let him justly estimate the cost, to the poor man above mentioned, of the additional clothing necessary for the barely respectable appearance of his children in the school, the cost in their cessation from productive labor in order to secure the advantages of a sufficiently continuous and protracted connection with the school for the acquirement of even a little less than a fair common school education, and the cost of the necessary text books—a constantly recurring and no inconsiderable money tax, as every patron of the school knows,—let him, I repeat, investigate these three sources of expense in school attendance, and no longer wholly ascribe to absolute "indifference" a degree of illiteracy due to causes less disgraceful to our common human nature. I believe that very few parents are so absolutely indifferent to the welfare of their children as not to care at all for their intellectual culture—to the extent at least of their ability to read and write. Illiteracy is confined almost exclusively to the extremely poor, and is the result of poverty rather

than of such want of natural affection for their children as would lead parents wholly to disregard their best interests, in not securing for them any degree of intellectual culture whatever.

If this be true, then the state, before seeking compulsory attendance, should seek to remove as many as possible of the barriers that separate poverty from culture. The abolition of the rate bill was the removal of one. Evening schools are, in many cities and villages, a partial removal of another. Free text-books in all free public schools, would be the entire removal of still another. With this last barrier of expense, immediately and necessarily attendant upon education, removed, our system would indeed be free. No longer would it involve, under this term, the paradox of an unavoidable annual cost of books to the individual pupil several times the amount given by the state to secure merely free instruction.

Not only would the text-books in the schools, by making the latter truly free, largely remove the excuse for and cause of non-attendance and illiteracy, but they would bring many other positive and manifest advantages. Rather, however, than to set them forth in detail myself, I prefer to quote from what has been published on this subject in other states. By thus doing, I shall present not only the arguments of reason, but the more satisfactory illustrations and proofs of actual experience with the working of the system of free text-books elsewhere. I urge a careful consideration of the following, taken from the last annual report of Hon. Warren Johnson, Superintendent of Public Instruction of the state of Maine:

“At first thought it would seem sufficient provisions have been made for the education of *all* our youth, when the school-house and the teacher, shelter and tuition, had been freely granted at public expense. The pupil, however, can accomplish but little without books—his tools. To furnish these at private expense proves in many instances a hardship, particularly to poor parents with large families, and more especially to the itinerant laboring class. To lighten this burden, some states have established regulations by which the same series or editions of text-books should be used throughout the limits of the state. This plan has not invariably been successful. Within a few years it has occurred to some of our most intelligent communities that the burden can be entirely lifted from the classes indicated by furnishing books at public expense, precisely as school shelter and tuition are. The advantages of this plan were alluded to in my last report, and the experience of the city of Bath was brought in testimony as presented in the report of Supt. S. F. Dike. I am pleased to call the attention of school officers to this important feature again this year, by presenting the following communication from Thomas Tash, Esq., Superintendent of Schools, city of Lewiston. The

plan is equally desirable and possible in *all* our towns, and, it seems to me, would be readily adopted by our people, if school officers would clearly present the same for their consideration at the annual town meetings. By reference to section 6, School Laws, it will appear that sufficient authority is given towns to accomplish this desirable object, broadening present school facilities with immense advantage to children and large saving of expense to parents."

"LEWISTON, Nov. 20, 1873,

"HON. WARREN JOHNSON:

"*Dear Sir*: In answer to your inquiry, I beg leave to present the following as some of the advantages which have resulted from the adoption of the "Free Text-Book" plan in this city:

"1. *Books are ready at the proper time.* When parents furnish books much time is often lost to scholars, and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring proper books. Parents are also subjected to much inconvenience and vexation by being so often called upon to procure books and other materials for school use. Those having large families of children find their slender incomes taxed to the utmost, to procure these supplies, while those in affluence assure us that the supply of free text-books relieves them from a frequent and troublesome annoyance. Our wealthiest men are among those best pleased with the results of this experiment, the expense is so insignificant compared with the time, trouble and criticism which it saves.

"2. *Every child is supplied with all the books, etc., needed.* No odious distinctions are now made. Our schools are as they never were before, absolutely "free schools." The city label in a book is no longer a mark of pauperism, but a mark of sovereignty, and attaches to all alike. It is as honorable for a child to bear home a school book having the city mark in it, as the book bearing the label of a free city library. There is no longer *fussing* to get the books furnished to indigent pupils into their father's tax-bills. This is a convenience to our city authorities.

"3. *Uniformity in books.* Non-uniformity has been a source of as much vexation in the school as in the church, and it has been vastly more pernicious. In rural schools there has always been encountered the inconvenience of a multiplicity of unlike text-books. Many extra classes have had to be formed in consequence, as is now the case in most rural communities. Where free text-books are furnished, this difficulty is obviated. Again, there is no longer complaint from those moving from city to city, that books are different. They are at no extra expense in consequence.

"4. *Considerable latitude can be allowed in the selection of books, without increasing the expense of them.* Wherever there are several schools in different parts of a city or town of the same grade, as Grammar or Intermediate Schools in the same city, teachers may be allowed a choice in the books they are to use. The school-book is a tool, and the workman will work all the better with the tool of his choice. It is unpleasant to hear a teacher affect to have no choice in the text-books to be used. I would as soon hear the woodman claim to have no choice in his axe! A perfect workman will use to ad-



vantage even a poor tool, I am aware, but he will use with much more pleasure and success a good one. If the teachers of such parallel schools are held with their classes to perform topically the same amount of work in a given time, and the school board sanction several series of Geography or Arithmetic for example, as is now done in the city of New York, in which the work may be done, giving the choice of tools, but holding responsible for the work, no inconvenience could arise, but manifest advantage. One series of books is about as expensive as another, and the city might not be unwilling to divide its patronage, satisfy its teachers and test the various books, all of which can be done under the plan of free text-books, with no additional expense to itself, but with the positive saving of securing to itself from all publishers the best possible terms. Again, in the successive classes in the same Grammar School, different books adapted to the progress of the pupils, as U. S. History for instance, might be used on the same subject, with no additional expense to the city, as each class must have its own book, whereas, while pupils find their own books, it would be found a necessary saving of expense to them, to keep children during their entire course in the same book, even at considerable positive loss.

"Whenever a change in a text-book is desired, as it sometimes is, it may be made when new books are needed, changing in one class of the grade at the time, until the old books are used up. This would be affected without loss, and it would discourage, on account of the time required, inconsiderate changes. A book could, before its general adoption, if found unsuitable, be tested in a single room or class, and rejected without much, if any, loss.

"Necessary changes could be made in the different schools of a country town, by transferring the books no longer used in one district to another without much expense or inconvenience. In this way the best and most modern books can be brought into use, as new books are needed as well there as in the city, and without additional expense, if the town is the owner of the books used.

"5. *Books are more entirely under the control of the teacher.* This is of considerable advantage in enabling the teacher to fix more definitely the hours of study. Over-study is often more pernicious than lack of study, and is less easily controlled by the teacher. The former destroys the best scholars, the latter only injures the poorer. If books may be taken home or not at the discretion of the teacher, the time devoted to study may be largely determined, and the teacher is fairly responsible for it.

"6. *Books furnished by the town or city are much more carefully used, and better kept than when owned by the children.* It might at first be supposed that this would not be so, but uniformly it is found to be true; there being four parties interested in the preservation of these books—School Officers, Teachers, Parents and Children. Small books used in the lower grades by young children must be expected to wear out, and to need replacing, annually perhaps, but their cost is trifling—the larger and more valuable books in the higher classes will be used in successive classes many years.

"Where books are owned by children, the writings and drawings in many of them are most vicious, but in books owned by the city, nothing of the

kind is allowed, so that it becomes a measure conducive to good morals among the young. The proper use, and the careful preservation of their books is a most valuable lesson to scholars, and of itself goes far to justify the policy of furnishing free text-books.

"7. *It leads parents to procure reference books, useful both to themselves and their children.* When relieved from the constantly recurring expense of procuring school books, parents are found much more ready to procure other books on the same and collateral topics—books more general in their scope. Teachers and school officers may do much to encourage this, thus making the public school in the broadest sense a home educator.

"8. *Convenience in making transfers.* In graded schools, and in mixed schools also, the greatest impediment to transfers in making proper classification, is the want of suitable books. When books belong to the city or town, the advancing of pupils to higher grades or reducing them to lower is comparatively easy, and much less often the subject of home criticism. When scholars are promoted *on trial*, the books belonging to themselves last used immediately disappear, and the lack of them furnishes a stronger argument for maintaining their place, oftentimes, than ability or diligence. Where books are free this inconvenience vanishes.

"9. *The free supply of books increases school time.* It increases both the number of pupils entering school, and the length of time on the average that they remain there. From careful observation where the plan of furnishing free text-books has been adopted, it is found to increase the number entering school, it is believed, from 5 to 10 per cent. Time is further saved by children entering school more promptly, not having to wait for books, in all grades and kinds of schools; at the same time they will remain longer in the higher grades, the premature withdrawal from school among the higher classes having been largely caused by inability to meet conveniently the expense of the costlier text-books. How much time will be saved in all these directions, and in the prompt beginning of their study and recitations at the beginning of the terms, cannot be estimated, but certainly a very large portion in every town. On this saving, we may, in the presence of those who value general education, safely rest the argument in favor of free text-books.

"I cannot do better in closing, than to quote a short extract from the last report of the School Board in Lewiston, from the pen of our Governor elect, written some months after the plan of furnishing text-books free for their schools went into operation in that city, the more fully justified the longer the plan has been continued:

"Under this plan, the first cost of text-books for the pupils in our public schools, will not be over one-half of what it has been under the old plan of requiring pupils to purchase for themselves. Again, as scholars leave their books with the superintendent when they have completed them, the same books will be made to do service two or three, or even more times, while under the old system they have too often been thrown aside after being used by one scholar. It is believed that the expense of school books under the new plan, will not exceed one-half what it was under the old system. This, indeed, has proved to be the case in Bath and some other cities that have inau-

gured the free text-book system. Besides, the experience of these cities has demonstrated that the books are better cared for under a system in which the pupil receives them as a loan, under the supervision of the teacher, than that in which the pupil has the ownership, and regards himself as having a right to do as he pleases with his own. Besides, the difficulty often hitherto experienced in inducing parents to supply their children with school books, and the frequent loss of time to the pupil from a want of such books, are entirely avoided under this system. And more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not, incur the expense of books, will, under the free text-book system, be brought within the influence of the school-room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school-room and teachers and school appliances for their children, ought not also to provide them with that most essential school appliance—text-books. Our own belief is that experience will demonstrate that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy.’

“We will only add that the measure where adopted, has been found to be a popular one. It relieves from expense, anxiety and trouble, and could not be otherwise than popular. The leading, wealthiest and most intelligent citizens, are its most earnest advocates. We are confident also that should other towns and cities adopt the same plan, and proceed with it judiciously, it would be found equally satisfactory.

“Yours very truly,

THOMAS TASH.”

The following is an extract from the last report of the city of Bath:

“SCHOOL BOOKS.—The present, makes the fifth year since the city began to furnish school books for the entire children of the city. For convenience sake it may, perhaps, be as well to give here the cost to the city of school books each year:

First year .....	\$1,582 52
Second year .....	2,795 40
Third year .....	1,224 08
Fourth year .....	1,674 44
Fifth year .....	<u>1,591 72</u>

“At this time we have a larger amount of books on hand than at the close of either of the former financial years. It is probable, therefore, that the expenditure for the coming year will be somewhat less than the two preceding years. It will not, however, be much reduced, for, as the city increases, more books are required. Some books must also be constantly kept on hand to supply the immediate and continued demand.

“During the past year the city of Lewiston has adopted the Bath plan of furnishing school books. I have no doubt that within a few years, more

cities and towns will adopt the course that Bath has, and furnish books to the children, so that the cost of education will be entirely reduced to ordinary taxation.

"From our five years' experience in Bath, we can confidently recommend this plan to all cities in the state, as the best and cheapest method of providing school books. The towns and plantations will also find it to their advantage to adopt the same plan. The books can be purchased at low rates and used till worn out.

"In looking over the reports of the school committees of the cities, towns and plantations of this state, in the state superintendent's report, I find a very general demand for uniformity of text books, either state or town uniformity. I suppose all are in favor of town uniformity. A large number are in favor of state uniformity, but chiefly for the sake of bringing about in that, as the most ready way, perfect town uniformity. It is much to be doubted whether there is any easier or more practical mode of bringing about town uniformity than the plan adopted in Bath. Uniformity in the town is perfect of course, for they are purchased and placed in all the schools by the committee. The chief reason in favor of state uniformity, is the saving of the expense of purchasing new school books to those parents who move from town to town. This expense will be obviated by the towns furnishing the school books. Parents who move from a town will leave their school books of course, but have them furnished again by the town to which they move. They would suffer no loss, therefore, provided all the towns in the state furnish school books for the schools.

"The state superintendent recommends the "Bath plan" as on the whole the best solution yet devised of the vexatious question of "text-books," "state uniformity," etc. This matter has been before the legislature for several years, and there seems to be a tendency toward acquiescing in the plan adopted in this city. I hope it will be adopted throughout our state."

The following paragraph is taken from the report of the School Committee of Lubec, for 1873:

"The great variety of text-books now in our schools is a serious hindrance to the progress of the scholars and a source of perplexity and annoyance to the teachers. These different editions of arithmetics and grammars necessitate a like division and subdivision of classes; thus obliging the teacher to spend as much time with each separate class as would be required by three or four, if they had the same books and be combined in one class. The most effectual remedy for this abnormal and unnatural classification of schools is to have the text-books supplied by the town and at the expense of the town, and distributed to the scholars by the teachers, under the direction of the school committee. Wherever this plan has been tried it has worked admirably, and has afforded the most gratifying results, enabling teachers greatly to simplify the classification of their schools, and thus add materially to the teacher's power. It has been found also to be a great saving of ex-

pense, as the books can be purchased at wholesale, and thus save several profits; besides, they can be passed from one class of scholars to another till they are worn out, and, being the property of the school, the scholars will not feel at liberty to destroy them as if they were their own, and the teacher could hold each scholar responsible for the proper care of the books intrusted to his care."

The views of Hon. E. A. Apgar, State Superintendent of Public Instruction of New Jersey, are thus given in the Report of the U. S. Commissioner of Education for 1873, just published:

"The great obstacle to satisfactory progress that confronts the teacher of an ungraded school, is the multiplicity of classes. In nine-tenths of the districts of the state the schools are ungraded or the grades mixed. The number of classes is necessarily large and the time the teacher can devote to each is comparatively short. In many of these schools the number of classes is greatly increased by the diversity of text-books used, and a great decrease would be effected if uniformity could be secured. The question, 'How can uniformity be secured?' becomes then an important one. In most of the counties the Superintendents have endeavored to secure either township or county uniformity by calling the trustees of the townships or counties together and agreeing upon the books that shall be used. The result has not been successful. An approach to uniformity has been made, but in no county has it been fully secured. The difficulty is that, after uniformity is decided upon, there is no authority to compel parents to buy the books selected; and even if it were given, it is doubtful if it could be exercised to the necessary extent. The opinion is expressed that uniformity can never be secured until the law provides that the same parties that decide what books are to be used shall also be the purchasers. To secure county uniformity, there must be a county board to select and to purchase books for the whole county. For township or district uniformity the same must be true. Provided district uniformity can be secured, county and township uniformity are not considered of so much importance: It is suggested that if every district were to raise by tax an amount sufficient to purchase all the books needed to commence with, the children could be required to pay a small annual sum for their use, and with this fund the supply could be constantly kept up. There is no reason why the purchase of books should not be met by a common tax, as well as that incurred for erecting school-houses, hiring teachers or purchasing fuel. The custom is common in the cities, and there is no reason why it cannot be introduced in the rural districts with equal facility and advantage."

The superintendent of the schools of Fall River, Mass., says in the last published report of the Massachusetts Board of Education:

"There may be another cause for irregular or non-attendance at school, viz: the cost of text books. This expense is one of considerable importance to many families, and not a few cases where the family is large, and only the

labor of the parents the source of means for furnishing the necessaries of life is even distressing. It seems to me that the term "free schools" means something more than furnishing rooms and instructor. To be worthy of the appellation they should furnish text books and stationery, teachers and rooms, furniture and apparatus, and all the appliances needful in the education of the children. If our city would supply text-books and stationery free to every child that would attend school, a great burden would be lifted from many poor but worthy families and an obstacle to better attendance removed. I am of the opinion that the cost to the city, if adopted, would be much less than the aggregate expense to individuals now. Books could be bought at lower prices, and when children were promoted their old books would supply other scholars until they were worn out."

That in Wisconsin the plan of free text-books has been considered and has found favor, there is abundant evidence to show. As specimen proofs I submit the following from County Superintendents:

Superintendent Powers of Wood county says, in his annual report for this year:

"There are to be found in the county, and, indeed, in many schools, nearly all varieties of text-books. There is nothing like uniformity, while many schools have not half enough books of *all* kinds. Some districts have expressed a determination to adopt a uniform series of books and raise by taxation the necessary funds to procure them."

Superintendent Thomas Clark of Superior, Douglas county, writes:

"The multiplicity of school books is a crying expense upon both poor and rich. The recommended books for a pupil from the age of five to sixteen amounts to scarcely less than \$25. Such a set of books under charge of board and teacher, kept in the school library, would serve for five or ten, instead of one pupil. It is a salient and startling fact, that while we boast of 'free education' for all, rich and poor, the pupil must pay more than \$2.00 a year for books, while the state fund yields scarcely fifty cents, and the poor man's cow liable to distress for the tax to educate his child."

I have already alluded to the fact that, under the township system of school government, text-book uniformity would come as an easy and natural result. It is with pleasure that I am able here to record a proof not only of this, but also of the advantages the town system affords for the purchase of all the books needed in the schools comprising the system. Two towns in the county of Chippewa have for some years enjoyed the advantages of this superior organization. In a recent interview with the secretary of the

board of one of these towns, I was informed it is there the custom of the board to purchase all the books needed in the schools, directly from the publishers, at a saving of 35 and 40 per cent. from the usual retail price. In this simple way there is secured for the schools absolute uniformity in books, and the latter at a cost less than could probably be secured in any other manner. From this plan to the still better one of absolute freedom of books, it is but a short and easy step.

In concluding the consideration of this subject, I express my conviction that the purchase of books by town authorities, and the loan of the same by them to the pupils of the schools would, in nearly every instance, prove satisfactory, if done in accordance with wise and strict regulations. There must be in each town a proper custodian of the books, who shall furnish them to each district upon the order of the district board or clerk. Teachers must be required to account to the board for the books put into their hands for the use of their pupils; and for any injury to them, or for loss, the parent or guardian must be held responsible to the town. A regulation might require that the books should be suitably covered while in use by the pupils. The perfect success or the failure of the plan will largely depend upon the regulations adopted and the strictness with which they are enforced.

The delay in printing this report enables me to add the result of a discussion of the above topic in the convention of county superintendents held at the capital December 28 and 29. I quote part of an editorial in the *Wisconsin Journal of Education* for January:

"The recent convention of county superintendents devoted an entire afternoon to the discussion of the Text-Book Question. We feel safe in saying that at least some phases of this important question were never before so fully and ably discussed by any body of superintendents or teachers in the state. When night at length put an end to the conference, the following resolutions offered by superintendent Guernsey, of Grant county, were adopted by a hearty and all but unanimous vote:

*Resolved*, That the law should require a uniformity of text-books in the schools of the same town.

*Resolved*, that each town should be required to purchase the books needed for the schools of the town, and should be allowed to loan the books free to pupils, or at a rental, or to sell them at cost to the patrons of the schools.

"We also take pleasure in saying that a large majority of the superinten-

tendents and teachers who participated in the discussion appeared decidedly to favor the absolute freedom of text-books, under certain strict regulations as to the care of them, and liability for loss or unnecessary injury.

"The fact that the schools are improperly termed "free," when the unavoidable annual cost of books to the individual is, on the average, several times the amount given by the state to secure free tuition for him, was clearly brought out in the discussion, and recognized as unquestionable."

I also take occasion to add the testimony of the able editor of the department of education in the *Atlantic Monthly*, printed in the November number of that periodical. "Maine has had a long discussion on the question of uniform text-books, but never a law on the subject; and now the towns are sagely settling the matter for themselves by conferring the use of text-books free upon all scholars." And still later, in the February issue of the same *Monthly*, this acute and thoughtful writer says, while speaking of the school reports of the different states: "Graded schools and a compulsory attendance law are almost universally advocated, and uniformity of text-books is much dwelt upon; but as New England has found out the shortest way to arrive at this latter is for each town to confer the use of text-books free. Then each locality will possess its own, and teachers will not be, as now, tormented with the heterogeneous text-books brought by the poorer children, while the volumes themselves can be preserved, it is found, from the pollution too often scribbled over them by thoughtless or vicious owners."

I am also able to give the following reliable facts received from an unquestionably accurate source, just before going to press. A city superintendent in this state who has recently made the subject a careful study, writes:

- "On plan of individual pupil ownership of text-books, in a city in Wisconsin, with an actual school membership of some hundreds of pupils, the average cost per capita per annum in all grades, from primary to high school inclusive, is..... \$2 30
- "On plan of government ownership of text-books in Lewiston, Maine, with a school membership of 3,034 pupils, the cost of text-books per capita per annum in all grades, primary and high school inclusive, is 58

### COMPULSORY EDUCATION.

The general drift of public sentiment and of state legislation throughout the Union is towards compulsory school attendance. Compulsory laws are already in existence in New Hampshire, Ver-



mont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Michigan, Texas, Nevada and California, and are recommended by the chief superintendents in numerous other states. My predecessor, in his special report to the legislature upon this subject, printed in his last annual report, concludes as follows:

"I have come to the conclusion from a careful investigation of the whole question, and specially in view of the fact that 55,441 persons 10 years old and over, in Wisconsin, are unable to write, and nearly 50,000 are not to be found in any school from year to year, that while the instructional agencies now employed should be developed to the highest degree of efficiency, the legislature should enact a law that every child within the bounds of the state, shall receive, in the public schools or elsewhere, at least the elements of a good common school education."

In view of these facts, some consideration of this important subject will be expected in the present report. I present this, however, with some diffidence, because investigation and reflection have not led me to the conclusion so generally reached by my predecessors in office, and by distinguished authorities in other states. I beg careful consideration of the following reasons why I think Wisconsin should not, at least for the present, enact a compulsory school law:

#### I.—NO ALARMING ILLITERACY.

I can see no peril to the state from the mere fact that a small fractional part of its children do not obtain such primary instruction as the common schools afford. It is my conviction that the number of persons in the state passing through the years of school age without acquiring, during some portion of that time, a tolerable knowledge of the arts of at least reading and writing, can properly be termed only a very small fractional part of our entire school population. The alarming statistics of illiteracy so commonly paraded in defense of compulsory attendance will not bear the ordeal of calm and intelligent scrutiny. The difference between the number of children actually attending school in a given year, and the entire number of children of school age for that year, is by no means the measure of a non-attendance that need excite alarm or call for a violent remedy. The school age is between 4 and 20 years. No child should be sent to school until he is 6 or 7 years old, and very many below that age are not. With a large number the school age practically ceases at 15 or 16. Omitting

from the number of non-attendants those between 4 and 7, who will yet secure the benefits of school instruction, those between 15 and 20 who have already secured them to some extent, and those between 7 and 15, who, from irregularity of attendance, are not consecutively enrolled during those eight years, and it is my deliberate conviction that the remainder will not be so large as to excite just apprehension for the future of the state; nor, indeed, larger than sparseness of population, poverty of parents, and the poor character of many schools will explain, and at least partially justify.

Moreover, it is unjust to charge upon the school system, as is often indirectly and covertly done, the imported adult illiteracy, both foreign and native born, that has come into our borders from other countries and from other portions of the Union. The last United States census report makes those of foreign birth about seventy-five per cent. of the whole number of illiterates in Wisconsin, and, while classifying the statistics into age divisions, the report in no case indicates the period of residence in the state. Therefore, to what extent illiteracy is of indigenious, and to what extent of foreign growth, it is impossible to determine from the evidence of that report.

#### ATTEMPT TO ASCERTAIN FACTS.

Having been convinced that no reliance could be placed upon the statistics hitherto gathered upon this subject in our state, and deeming an accurate knowledge of facts the only basis of intelligent action in the premises, I considered it an important duty to obtain such facts respecting the illiteracy of Wisconsin as would, above all things, have a bearing upon the question of a compulsory law. It appeared to me that if the number of children in the state, between the ages of 15 and 20 years, who were unable to read and write in any language, could be ascertained with approximate correctness, then the extent of the failure of our school system in reaching all the children of the state would be known with nearly corresponding accuracy. Few persons who have arrived at the age of fifteen years in ignorance of the simple arts of reading and writing, ever acquire those arts afterwards.

To ascertain the number of this class of illiterates, and also the less valuable, but yet desirable, number of those over the age of 20, a circular was issued from this office, in the early part of the

year, calling the attention of town and district clerks to the fact that these new items of information would be asked for in their annual report, and that provision would be made for them in the customary blanks. When the latter were sent, special attention was again directed to these new requirements, and it was hoped that valuable information would be thus elicited.

I am, however, under the necessity of recording the partial failure of this effort to secure the desired facts. The ordinary information hitherto required appears to have taxed to their limit the resources or inclinations of a portion of the local officials mentioned, and the other items were regarded by them with indifference, or with a measure of indignation, according as they happened to appear a mere useless addition to unrequited labors, or an impertinent request to ascertain family secrets.

Few facts relating to our school system would be more desirable and valuable than those I have thus unsuccessfully attempted to secure; and the state ought to make some adequate provision for obtaining them before it should feel warranted in legislating to correct an evil whose extent is now so uncertain.

Although this effort to ascertain the present extent of illiteracy in the state has been to a considerable extent a failure, yet it has tended to strengthen the conviction previously entertained, that the schools, wherever tolerably accessible, are imparting the elements of instruction to nearly every healthy child outside the cities and some larger villages. This is also the opinion entertained by the county superintendents with whom I have conversed on the subject. I shall continue to assume the accuracy of this conclusion, until the facts are clearly shown to be otherwise.

## II.—CRIME NOT THE RESULT OF ILLITERACY.

Another fallacy, quite commonly accepted as truth, is, that crime is the direct result of illiteracy. It may well be that between illiteracy and crime there is a direct and constant ratio, but I am far from thinking that the latter can, to any great extent, be considered the result of the former. Nothing is more desirable here than truth. If crime is not the result of illiteracy, a law to prevent the latter cannot be justified by the consideration that it is cheaper to educate a man than to imprison him. If the question were now the first establishment of schools, it would be different. Considerations that would then apply have now no relevancy, when the sys-

tem is established, and is, with more or less success, directly ministering to the intelligence of the vast majority of the children of the state. The question is now confined to the small and peculiar class called "illiterates," and the conditions of the problem are greatly changed.

Considering all the circumstances surrounding this class, I am forced to the conclusion that if the state acts on the hypothesis of illiteracy being the cause of crime, and proposes to prevent the latter simply by forcing young "illiterates" into school, it illogically mistakes an effect for a cause, and will fail in attaining the end sought. Crime is not the result of illiteracy, but both crime and illiteracy are the twin results of antecedent causes—poverty, hereditary defects in the physical, intellectual and moral constitution, the vicious example of parents, the debasing influences of the entire social "environment." To argue that illiteracy is the cause of crime, simply for the reason that a certain per cent. of all criminals are unable to read and write, is an absurdity altogether unworthy the attention or belief of an intelligent person. As well might it be argued that the ill-health of the inhabitants of a crowded, unventilated and noisome tenement house of a great city is due to a lack of medicine. It is rather the result—the inevitable result—of the conditions by which they are surrounded. The most skillful physicians will in vain administer their remedies. Poison lurks in the very air, and is inhaled with every breath. Disease is the inevitable result of the wretched circumstances in which they live and move and have their imperfect being.

As physicians can do little towards establishing health in bodies thus perpetually surrounded by the conditions which breed disease, so the public school, as now constituted, can do little towards transforming the illiterate children of poor, ignorant, and perhaps vicious parents, into intelligent, virtuous and useful citizens. Mere primary school culture has no such miraculous power. The debasing influence of home surroundings finds little check in the limited training of the elementary schools. That the instruction which the public schools can give to the comparatively small class constituting the "illiterates," provided that class were all compelled to receive it, must be almost entirely elementary in its character, is self-evident. It would of course have some influence for good; but what I wish to maintain is that the influence of mere primary instruction (especially that imparted in great numbers of our schools, as now

conducted) over this class of people, would not be nearly so great as is often thoughtlessly asserted and believed—would not be so great as to make it a matter of state concern—would not justify the state, on *any principle of self-preservation*, in making a compulsory law to secure to *every child* a knowledge of reading and writing and the four fundamental rules of arithmetic. Society is infested with other evils far more dangerous and extensive than the evil of illiteracy, and calling more loudly for the strong hand of the state to check.

Moreover, that crime is not the result of mere illiteracy—mere intellectual blindness—is emphatically shown from criminal statistics themselves. The commissioner of education, Gen. Eaton, asserts that in 1863 only 20 per cent. of all the prisoners in the country were unable to read and write. The educational editor of the *Atlantic Monthly*, in the November issue, makes the number of illiterate criminals only two per cent. more. If only one criminal out of five is illiterate, then instead of illiteracy being the cause of crime, is it not more logical to infer the very reverse—that elementary instruction is rather the cause of crime? And this inference is *actually supported* by one of the best authorities among modern philosophers. Dr. Draper says in his *Human Physiology*: “Elementary instruction, so far as reading and writing go, does not lead to the diminution, but rather to the increase of crime; a very important conclusion, more particularly in the United States, in many portions of which this kind of education is chiefly patronized by government, to the exclusion, to a certain extent, of that which is of a higher grade, and which serves to correct this important defect.”

Thus far I have maintained, and now repeat, (1) that there is no evidence to show that any considerable and alarming number of children in the state are growing up absolutely without school instruction; (2) that illiteracy in the extent to which it exists is not the cause of crime, but a result, with crime, of antecedent causes over which public schools have no control; (3) that the mere elementary instruction of the public schools, as now constituted (continued at intermittent periods between the ages of eight and fourteen years), would not materially modify the character of *the class to which illiteracy is confined*; and hence, (4) that a general law to stamp out illiteracy by enforced primary culture is called for by no consideration of peril to the state, is illogical and

absurd in itself, and ought not to receive the sanction of thoughtful men.

### III.—DIFFICULTIES OF COMPULSION.

The difficulties lying in the way of a successful working of a general compulsory law are numerous and nearly insuperable; so that there is an overwhelming probability of the failure of such a law to attain the ends desired. A law that will probably not be respected and enforced should certainly not be enacted. Let us consider some of these difficulties.

Illiteracy, as already mentioned, is largely—probably chiefly—due to extreme poverty. It is the lowest class of the poor that compulsory acts are mainly designed to reach, and it is just this class for which this provision is singularly ill adapted. Compulsory laws require all children between certain ages to attend the public schools a certain number of weeks each year, unless elsewhere instructed. The children of the extremely poor cannot be elsewhere instructed. They must of necessity be forced into the public schools. Now it so happens, as a general truth, that where there is the lowest depth of poverty and the greatest amount of youthful illiteracy—namely, in the cities and larger towns—there are to be found the best schools, the finest buildings, the most accomplished teachers. There the schools are popular and are frequented by the children of the wealthiest and most intelligent citizens. But the very excellencies that win the patronage and confidence of such, repel the extremely poor. The wretchedness of extreme poverty shuns companionship with better fortune, as owls and bats shun the light of day. Shame, pride, self-respect, close and double lock the doors of public schools against the children of the wretchedly poor.

I have not the least doubt that poverty is thus the chief cause of the absolute failure of the public schools to reach the illiterate class of children in our cities and larger towns. The want of means to procure clothing and books, the immediate necessity of productive employment as soon as the children have reached an age when they can make even trifling contributions towards their own support, and those mingled feelings of shame, despair and desperation which render the extremely poor of all cities a class by themselves, shut out from all refining influences, reached by no general legislation, but a class to be dealt with in exceptional ways,—these things are what bring forth abundantly the twin results of ignorance and

crime, and find so little direct mitigation in our public school system.

The law that would merely drag the wretched children of wretched parents into the schools, keeping them there for a certain number of weeks each year, without withdrawing them from the debasing influences of their surroundings, without contributing anything to their support, while constantly taxing their self-respect, cannot have enduring elements of popularity beyond the realms of mere theory. Practically, it must prove a failure. It may even be questioned whether it would not work more injury to the schools than benefit to those compelled to attend them.

The sparseness of our population in many portions of the state, and the consequent distance of the schools from many of the children, would render the enforcement of a general compulsory law often a grievous hardship.

Another objection to such a law is found in the poor character of many of our public schools. Compulsory attendance presupposes the high value of that which no citizen is allowed to dispense with. When the law forces my child into the public school, I have just cause of complaint if the instruction is not good, and if the physical and moral influences of the school buildings are pernicious. It is my conviction that neither in the convenient accessibility of the schools nor in the character of the school buildings, nor in the excellence of the instruction imparted, is our state sufficiently advanced to warrant it in adopting the principle of general compulsion.

Again, I cannot help thinking that there is in a compulsory school law something essentially opposed to the genius of our free institutions—something essentially un-American. In the absence of any facts to show the real necessity of such a law—facts showing the “alarming” increase of illiteracy from any failure of the public school system—I trust I may be excused for delighting in the very freedom I now have in controlling the movements of my own children, whom I love, and whose welfare is a source of my deep concern. Although believing a liberal education is the best possession with which they can commence life, yet I cannot recommend a general compulsory school law, inasmuch as I am conscious that I should myself feel my natural freedom unnecessarily oppressed by the restrictions of such a law, if it were enforced. Heaven forbid that I should advise the enactment of a law I could not cheerfully obey.

The mere consciousness of the existence of a law actually compelling the attendance of my children would be intolerable. Statutes like that, whose uselessness, in my own case, would only be equaled by their impertinence—I could not regard with other feelings than those of indignation. I want no statute laws telling me how or when to feed, to dress, or to educate my children. If I had been reared under a despotism I might not seriously object to such; but having been reared under free, democratic institutions, I can cheerfully endure no abridgement of the liberty I have enjoyed. I am, as every other true American ought to be, jealous of that liberty.

Such are my personal feelings, and such, I apprehend, are or would be the feelings of the vast majority of Americans, when the test is really applied. Even acknowledged benefits of a compulsory attendance law could not secure its enforcement. Satisfactory at first in theory, supported by apparent evidence of success in other countries, such a law must in this country fall prostrate, when, in attempted execution, it meets face to face the inherited instincts of American freemen. A remarkable and convincing proof of this, in the experience of at least one American state, will be subsequently presented. Arbitrary interference of government with the natural right and authority of parents in the family will not here be tolerated; it is fundamentally opposed to the character of our free institutions, repugnant to all our feelings, habits, and experience; and, happily, reason and facts show such interference to be as unnecessary as it is odious. The vast majority of parents do not feed their children with wholesome food, at suitable times and in sufficient quantities,—nor even feed them at all, because the law compels them so to do. Natural affection is higher than all law. So natural affection leads them to cultivate the intelligence of their children, and if the state affords *easy and good facilities* for so doing, this matter may be safely left to natural affection and the influence of public sentiment. It may be so left as far as regards ninety-nine per cent. of the population. For them a compulsory law is not only useless, but worse than useless—it is an impertinence.

For the one per cent. who, through extreme poverty, through ignorance, or indifference, or viciousness, allow their children to grow up without any intellectual and moral training—for these the state may enact a *special* law, if it sees fit, and if private organized charities are less efficient for their benefit. Or the state may supplement the work of private charity by its own bounty and care. With



this one per cent. compulsion alone will be of little avail. Something like the remedies suggested below, must, I think, be the more radical and effective means of cure employed.

COMPULSION IN MICHIGAN, NEW HAMPSHIRE, ETC.

Not only are the above and other serious objections to a law of compulsory attendance such as probably would render the law inoperative, but, fortunately, we have already in our own country the more potent logic of facts to sustain the conclusions of reasoning. Compulsory attendance has actually been tried and found wanting. A compulsory law has been for nearly four years upon the statute books of an adjoining state. Its supposed wisdom—even necessity—had been previously widely discussed and generally admitted. The law was passed, so to speak, by acclamation, and went into operation—or rather was ready to be put into operation—under the most favorable circumstances. Public sentiment supported it. The school system of that state was acknowledged to be one of the most admirable and efficient in the Union. Her university had acquired a national reputation. Her high schools were unsurpassed. The general enlightenment of her people, their interest in education, their enterprise, prosperity and virtue, ranked deservedly high. Conditions more favorable to the success of such a law could scarcely be found on the continent. The law itself was simple, its penalties only moderately severe, and there was nothing in it so far as I have been able to judge, to render its enforcement peculiarly difficult or odious. Soon after its passage the State Superintendent of Public Instruction wrote of it: "I do not remember that any law bearing upon the school interests of the state was ever received with such universal favor as this one. The press, without distinction of party, very generally commend it, and very few of the people are heard to speak against it." Such were the circumstances under which the compulsory law of Michigan was enacted in April, 1871.

What has been the success of that law, looking back upon the experience of a three years' trial? Let this be clearly answered by the following letter from State Superintendent Briggs, and by the representative extracts from the last annual reports of the county superintendents of Michigan. These will fitly and profitably illustrate the truths that facts are better than theories, and that "hindsight" does not always confirm the uncertain visions of "foresight:"

"LANSING, Dec. 19, 1874.

"HON. EDWARD SEARING, *Madison, Wis.*

"DEAR SIR:—Your favor of the 11th inst. (calling for my impressions respecting the general working of the 'compulsory school law' in Michigan), is before me, and in response I will say briefly that the 'act to compel children to attend school' was approved by our legislature April 15, 1871, and became operative on the first Monday of September following. I have yet to learn of a single instance of its enforcement in any locality. Hence the ready inference is that the people are not ready for it, and it stands a 'dead letter' on the statute books, to be vitalized or its spirit materialized, like Katie King's in the 'good time coming.'

"A disposition on the part of school officers to ignore the law everywhere prevails, and this statement is most fully confirmed by the testimony of the county superintendents of schools throughout the state.

"It is true that there has been a gradual increase in the percentage of attendance as reported, since the enactment of the compulsory law. Whether this should be attributed more to the *very existence* of the law, than to the healthy work as done by the county superintendents of schools is a question.

"There are many, and among the many some prominent educators, as you are aware, who hold the opinion that any compulsory law requiring the attendance of children at school is not in harmony with our free school system, which is based upon the doctrine that the taxable property of the state shall educate its children for the good of the state. As we have the compulsory assessment, and the compulsory collection of a tax yielding millions of dollars which are annually expended for the support of the public schools, should not these, for whom this great expenditure is made, be compelled to avail themselves of it?

"Very respectfully yours,

"DANIEL B. BRIGGS, *Supt.*"

"The compulsory school law in this county is a dead letter. No prosecutions have ever been made to enforce it."—*Supt. Allegan Co.*

"I do not believe the compulsory act has increased the attendance in this county. The law seems to be generally ignored. Parents think it interfering with their personal rights, and the school officers are not inclined to face public opinion."—*Supt. Bay Co.*

"The compulsory law is a dead letter in this county. I have not heard of a single instance of its being enforced or heeded since the enactment of the law. We are not without need of such a law, but none are willing to take the advance steps toward enforcing it; many think that such action will plant the germs of domestic broils and neighborhood quarrels."—*Supt. Branch Co.*

"The compulsory school law has increased the attendance upon the schools by its silent influence upon the public mind. The importance of the results which the law seeks to secure is everywhere recognized: while the law is regarded as incompatible with the spirit of free government. No prosecutions under the law have come to my knowledge during the year."—*Supt. Calhoun Co.*

"The compulsory school law is practically a dead letter with us, as much so as any piece of legislation that was ever put upon the statute books; and yet few laws were ever hailed with more general satisfaction, or were abstractly more popular."—*Sup't Jackson Co.*

"Exists in this county only in name. Known violations of the law occur in nearly every district without notice. The inhabitants of districts where offenses are committed seem to regard a prosecution in the light of personal difficulties, and refrain from any litigation in the matter." \* \* \* "Offenders under the act are invariably a class of people without means, and from whom no fine could be collected."—*Sup't Macomb Co.*

"Has not perceptibly increased attendance."—*Sup't Mason Co.*

"You cannot interest men to such an extent in the intellectual welfare of their friends' children, that they will excite a feeling of hatred in the neighborhood by prosecuting those who do not send their children to school."—*Sup't Saline Co.*

"The compulsory school law, which has been in force for nearly three years, has evidently not met the sanguine expectations of its friends."—*Sup't Washtenaw Co.*

Such has been the experience of Michigan, a state adjoining our own, one of the first to adopt a compulsory law, and one presenting conditions much more favorable for the success of such a law than those now to be found in Wisconsin.

New Hampshire, whose compulsory law was enacted in the same year as that of Michigan, has had, so far as I can learn, a similar experience. The returns for 1873 show a small decrease for the previous year in the number of non-attendants, but the State Superintendent, in his last annual report, says, in reference to the law, that "little effort, other than the posting of the law, has been made for its enforcement outside the cities and a few larger villages." The fact and the cause of this failure of compulsion in Michigan and New Hampshire are appropriately stated by Hon. John Monteith, Superintendent of Public Instruction of Missouri, in his last annual report, where he says:

"In New Hampshire and Michigan the law is, to a great extent, a dead letter. The difficulty, too, is one of a very fundamental character. There is no way in which such a law can be enforced except by a police system of immediate arrest, or through process brought against the offender by a citizen. The police system may do in cities, but it is impossible in the country. In the country, therefore, neighbors must proceed against neighbors in the very delicate matter of the treatment of their children—a duty which could not be expected except in a community where universal education is well nigh an accomplished fact."

Sufficient time has not yet elapsed for reliable and valuable reports of the working of the compulsory system in other states. Reports have come, but they are conflicting. I believe, however, that the following words from the last published report of the school committee of Lynn, Mass., contain such essential truths as can be limited by no state lines. These words, be it remembered, come from a commonwealth that has always been foremost in educational enterprise, and in which compulsory attendance has existed in law for more than twenty years:

“Still, all this argument and the lavish expenditures in vindication of its sincerity and justice, fail to obtain from all a prompt compliance with the provisions requisite to secure the proffered benefits.

“The sacrifice of the time and expense of the maintenance of their children at school is greater than a large number of parents are disposed to incur.

“The complaint of non-attendance at the schools is by no means limited in place or time. The school reports from other parts of the Union lament its prevalence in despite of all efforts for its prevention.

“Our school statutes have the appearance of the keen edged blade, but it is left to repose in its sheath; for no official feels authorized, or rather compelled, under penalty, to draw and test its quality. The town or city is empowered to make its own by-laws regulating school attendance and truancy, and appoint at annual meetings, or by the agency of mayor and aldermen, three or more persons, who alone shall be authorized, in case of the violation of such by-laws, to make the complaint and carry into execution the judgments thereon.

“The agents to investigate and prosecute for violation of the laws are to be appointed by their own neighbors to prosecute other neighbors, and all are aware of the influences that, under these circumstances, are wont to paralyze the arm of power. They know their true condition.

“Compulsory laws are powerless to secure the attendance school of children destitute of or limited in the means of comfort or subsistence. School houses, books, apparatus, teachers, are provided, but the homeless, shoeless pauper, and the large family with small means are excluded by the stern statute of necessity from a share in the privileges offered.”

#### IV.—REMEDIES FOR IGNORANCE AND CRIME.

That children should not be allowed to grow up into an inheritance of ignorance and crime, if society can help it, is obviously a sound maxim. But how can it be helped without resorting to the Spartan practice of aiding Nature in her effort to secure the “survival of the fittest?” As this is quite cut of the question, with our present civilization, and as this civilization, moreover, throws

a hundred civil and hygienic safeguards about the lives of even the most worthless members of society, the question of pauperism with the attendant evils of ignorance and vice is one of the most important and difficult questions a state can have to solve. Formerly through wars, and pestilences, and famines this question, to a great extent, periodically settled itself. The survival of the fittest was attained, but attained at large cost of life and happiness, even to great numbers of the "fittest" themselves.

While not pretending to present any infallible remedy for that deplorable tendency of a certain fractional portion of society to degenerate—a tendency chiefly observable in cities and large towns—I nevertheless venture to offer what would seem to be remedies more or less potent for its mitigation. Want of space compels me to mention these only briefly:

(1) The schools of the state should be made as efficient and attractive as possible. Children should be strongly drawn to them by the bonds, not of legal enactment, but of personal inclination; and should be, when once in, strongly impressed by the high character, intelligence, skill and sympathy of the teachers. Is there nothing more for the state to do in this direction?

(2) There should be a vastly more efficient supervision—a supervision that not only secures wise teachers and wise class room methods, but that carries its observation and its influence to every family whence come, or ought to come, children into the schools. I speak of an observation and influence not compulsory, not offensive, but still effective for good, even as the influence of a wise and good pastor over the families of his parishioners. Supervision is now but the shadow of what it might be, ought to be, and will yet be, when town, county and state shall each have its own fitting and most effective system.

(3) The schools ought to be made so thoroughly free—costless—that not even extreme poverty should find at the threshold any barrier. There should not only be free seats, free books, free instruction, and free attractions; but, to the children of the extremely poor, free clothing, and free time. If books and boots cost money, which the poor child or the poor parent has not with which to purchase, let books and boots alike be furnished. If cessation from productive labor—even though childish labor—be a severe physical hardship, during the months or years necessarily devoted to the acquisition of that intelligence and culture which fit for good citizen-

ship, than let appropriate support be given to child or parent by the society or state that is interested in the intelligence of the former. *There is no escaping this conclusion* and the man who, overlooking these difficulties of poverty, can expect to see illiteracy swept away by the simple fact of a general compulsory law, has but very superficially studied the question he thinks so easily and cheaply solved.

I here ask attention to the following pertinent and suggestive paragraph, descriptive of a German school, which I find in the last Massachusetts School Report. Let it be well pondered by the advocates of a mere "Compulsory Law." In his description of a visit to a German school, Mr. Kay says:

"On arriving at one of the towns, I engaged a poor man as guide. I asked him to take me to some of the worst schools. He answered me, 'Sir, we have no bad schools here; all are good.' Well, take me to the worst you know. He answered again, 'I don't know any poor ones, but will take you to where my children go.' It was a lofty and handsome building, five stories high and sixty feet broad. The children were so clean and respectably dressed that I could not believe they were the children of poor persons. I expressed my doubt to my guide. His answer was, 'My children are here, sir;' and then, turning to the teacher, requested him to tell me who were the parents of the children present. The teacher made the children stand up, one after another, and tell me who their parents were. From them I learned that two were the sons of counts, one of a physician, one of an officer of the royal household, one of a porter, and others of mechanics, artisans and laborers who were too poor to pay for their children's education, and whose children were clothed and educated at the expense of the town. In their manner, dress, cleanliness and appearance, I could discern no striking difference."

(4.) After the schools have been made thus attractive, efficient and free, and after wise supervision has done its proper work, there will still remain a very small fractional portion of the children of the state upon whom the strong hand of compulsion must be laid. These will be chiefly in cities, and will be almost exclusively the children, not merely of poor, but of dissolute and vicious parents. Special truant laws, applicable to such children and to such places, will compel attendance in the ordinary public schools, or in case of peculiar parental or juvenile incorrigibility, will separate children from parents, consigning the former to special reformatory schools, away from the home influences that perpetually degrade and harden the character already peculiarly prone to evil through the laws of heredity.

(5.) Voluntary individual or associative action might accomplish large results without the action of the state. Has a "Society for the Prevention of Cruelty to Animals" any more justification in necessity than would have a "Society for the Prevention of Crime and Illiteracy in Men?" Why should numerous voluntary societies for the suppression of intemperance exist, and none for the suppression of ignorance? Can a nobler object for an association be conceived than the securing of a cultivated intelligence to every man and woman in the community? In proportion to the intelligence of a community do intemperance, and crime, and poverty all disappear.

(6) There is an indirect means by which absolute illiteracy might be diminished, education honored, politics somewhat purified, and the state in general benefited. I refer to the limitation of the privilege of suffrage by an educational qualification. It is admitted that universal intelligence is the only foundation rock upon which to base a democratic republic. In such a government an unintelligent voter—an integral sovereign of the commonwealth without the first and simplest qualification of sovereignty—is an anomaly that should not be permitted. There is no greater, no more dangerous political absurdity than the ballot in the hands of men who cannot even read it,—much less read the laws they blindly and blunderingly aid in enacting and modifying, and the constitution that directs and limits their powers. To convince us of this we need not the examples of Spain, Mexico, the South American republics, and the nearer and even more pitiable illustrations in some of our own southern states.

To secure to the franchise that simplest degree of intelligence which is compatible with wise and honest government, I would not ask that the elective privilege should be taken from any man now possessing it; but I boldly and unequivocally, and emphatically, and with a deep conviction of its eminent justice and wisdom, declare my belief that the state ought to fix a time in the near future after which no more illiterate recruits shall be received into the ranks of its sovereign rulers,—that after such time no man shall deposit a ballot who cannot read the ballot. This I believe to be due to the cause of good government, due to the interests of education, due as an example to unfortunate sister states, due finally to the example of that Mother of Republics, educated and thrifty New England.

## TOWNSHIP SYSTEM OF SCHOOL GOVERNMENT.

It is the substantially unanimous opinion of the highest educational authorities of the country, that the division of towns into petty, independent districts for school purposes is an indefensible source of weakness to the educational system. My own convictions respecting the superior merits of the township over the district plan have always been clear and strong. Hence one of my first official acts last winter was to call the attention of district and town officers, by a circular, to the advantages offered by the township organization under the provisions of the law of 1869.

Although this law has formed part of the school code for six years, and although it received the hearty endorsement of my immediate predecessors, I regret to say that very few towns have as yet seen fit to secure under it the benefits of the superior organization it offers. These are confined, so far as I have learned, to the seven towns of Barron county, two of the towns of Chippewa county, and two or three towns of Jackson and Shawano counties. In these towns I believe the system is decidedly popular. In a recent conversation with the intelligent secretary of one of the two towns of Chippewa county which have adopted the system, I was informed that it is there giving the utmost satisfaction, and that the thought of returning to the former independent district system would not for a moment be entertained. He assured me that the schools cost less and yet are more efficient than under the old plan. I also learned from him that the merits of the new system are gradually becoming manifest in other parts of the county, and that at least one other town of the same would probably soon reorganize under the township law.

All things considered, I am inclined to think the general abolition throughout the state of the feeble district system would work more good to the cause of popular education with us than any other one change we could inaugurate. This statement is not inconsistent with the belief, elsewhere expressed, that the subject of intermediate schools is the most important educational question in the state. The wretched character of the district system; *is not a question*. It is a proved and admitted fact. Intelligent educational men have differed as to the merits of this or that scheme for the establishment of intermediate schools, but since the



days of Horace Mann they have held but one opinion respecting the unfortunate subdivision of a town into school districts. Moreover, the success of the High School system, elsewhere recommended, is so intimately connected with the town organization that without the latter in some shape that success will be impossible. The same thing might be said respecting the solution of the textbook question proposed in this report. The advantages of uniformity in text books throughout a town can only be secured by some kind of town organization. Town High Schools and town uniformity of books *can* be secured without the abolition of the obnoxious districts, but it were far better first to supplant these with the fully organized township system.

That they will be thus supplanted at no very distant day is certain. The merits of the town plan are so obvious that even the force of tradition and habit must yield at last to intelligent conviction. The reconstructed town must obey the law of centralization, as surely as a reconstructed Italy and Germany. Organized union and centralization are the economic law that presides over the most successful enterprises of modern intelligence—whether governing an empire or state, a railroad or mining corporation, or managing the educational affairs of a township. No less marked in its degree will be the success resulting from the abolition of those petty oligarchies called districts, than has been that resulting from the abolition of the petty states that bred jealousy and weakness for the nations alluded to.

I do not propose to enter into an elaborate, original presentation of the superior merits of the township plan. I prefer rather to combine, in the words of others, at once the force of argument, the weight of excellent personal authority, and the influence of successful example. By this means I hope to secure throughout the state a general and earnest reconsideration of this important subject.

I have nowhere found among late school reports a clearer statement of the superior advantages of the township system than the one presented in the last Annual Report of Hon. E. A. Apgar, State Superintendent of New Jersey. This efficient and faithful officer who for nearly nine years has presided over the educational interests of that state, and been largely instrumental in making its school system one of the most admirable in the Union, says in his report for 1873:

"Our school law, which gave us the county superintendency, has been in operation six years. By the provisions of this law, the number of school officers in the state was materially lessened, and the whole system was strengthened and made more efficient. A still further reduction in the number of our school officers can be made by adopting what is termed 'the township system.'

"This change, in my judgment, would strengthen our system still more and add greatly to its efficiency. This modification in our law was urged in a supplement accompanying my report made for the year 1869. A portion of the argument then used, I desire to repeat, and to urge anew the adoption of this change. The following are some of the leading features of the system proposed:

"1. All independent and local districts would be abolished, and each township would be constituted a school district for all school purposes.

"2. For each township there would be a board of school trustees, consisting of six men, to serve for three years, one-third of the number to be elected annually by the people at their town meetings.

"3. This board of trustees would be clothed with authority similar to that now conferred upon our local district trustees. All the school affairs of the township would be under their supervision and subject to their control. By them the teachers would be employed and paid, school houses built and repaired, and supplies furnished.

"Such is only a brief outline of the system; many details would require adjustment in preparing a bill. It would not affect the systems now established in our boroughs and cities; its practical operation would be to give to each township a school organization similar in all respects to that now in operation in the cities. For all other purposes, in our political organizations, the township is the unit, and there appears to be no good reason why it should not be the unit for educational purposes also.

"This change would reduce the number of school districts from 1,367, the number we have at present, to 254, the number of townships and cities in the state. The number of school officers would be reduced from 4,200 to about 1,600. We have now an average of seven boards or twenty-one school officers for each township. Let one fourth of this number be chosen to look after the interests of the schools, and there will be more system, a greater degree of harmony, a deeper interest and more effective work in our school organization than is now possible.

"At present we have too frequent elections. The people of each district are required to meet twice each year, once to elect trustees, and once to vote on the question of school tax, and as we have 1,367 districts in the state, we necessarily have 2,374 of these district elections every year. Add to this number the special meetings held, and the total number probably exceeds 3,000. By making the change proposed all these meetings would be dispensed with. The officers would be elected and the money voted at the annual town meeting. It frequently happens that our district meetings are attended by not more than half a dozen persons, and the action taken in the election of trustees is, therefore, not always a fair expression of the sentiment or choice

of the people. In consequence of the small number accustomed to attend these meetings almost any person, however unfit he may be for the position, may secure his own election by the assistance of a few of his comrades. Thus the election of certain persons is frequently secured for the express purpose of defeating the objects of public school education. At the town elections these designing men could not accomplish their purpose so readily. At these meetings a full attendance of the voting population is usually secured, and the results of the elections are, therefore, fairer expressions of the wish and will of the people.

“Under our present system it is found difficult to select any basis upon which the school moneys can be apportioned so that each district shall receive the precise amount of money it needs. To some is apportioned more than is needed and to others less. The expenses for repairs, supplies, teachers’ salaries, fuel, etc., are not determined by any statistics that can be taken as a basis of apportionment. This difficulty would be removed by the township system. There would be levied upon the property of the township such a sum of money as, in connection with that received from the state, would be sufficient for all school purposes. This money would be used by the township school officers for the support and benefit of the schools under their charge according to their respective needs. The total sum apportioned to and raised in a township would be used to build school houses where needed, to make all necessary repairs, to furnish all needed supplies, to pay the teachers employed, and to defray every expense incurred in maintaining the schools in the entire township. As it is now, district taxes must be assessed in many of the districts. The amount needed may be small, as it usually is, except where new houses are to be built or extensive repairs are to be made. Still in no case can money be obtained without calling the people together by properly posted notices and securing the necessary vote, after which the assessment and collection are made. Substitute the township system and the desired result is obtained with far less trouble. The township school authorities have only to make their estimate of the amount of school money needed, in precisely the same manner as the board of chosen freeholders now determine the amount required for building bridges, etc., and the money is assessed and collected without making any labor or trouble additional to that which is every year necessary in assessing and collecting the township taxes.

“The township system could be administered more economically than the district system. There are certain times of the year in every district, during which the attendance upon the school is small, yet the school must be continued for the accommodation of those who wish to attend. If the school is closed, those who can attend must remain at home or pay full tuition fees for admittance in a neighboring school. Thus for the benefit of a few children the expense of maintaining a full school is incurred. So, if the school is continued, a seeming needless expense is involved, and if it is closed, those who desire to attend are deprived of school privileges; either way it works evil.

“Endless are the disputes and troubles about district boundaries. Those established only satisfy a portion of the people, while in nearly every district there are some who are constantly desiring changes. When the called for

changes are made the troubles instead of being allayed are often increased. In some cases the interests of education, in the opinion of the county superintendent, may demand a change, but no sooner does his object become known than there at once springs up an opposition which throws every obstacle possible in the way of the county superintendent accomplishing his purpose. There is no duty which gives to the school officers more trouble than that of determining and changing district boundaries. The township system would remove all disputes arising from this fruitful source.

"The present plan of dividing the township into a great number of small districts, each with its separate board of school officers and organization, does not admit of grading or classifying the schools. Each district is too small to support a graded school of its own, and there appears to be no practical plan for it to unite with others for this object. The school law provides for districts thus uniting and establishing graded schools, but the plan marked out does not work well in practice. Districts cannot act separately and conjointly at the same time. They cannot retain their separate organization in all matters relating to their district schools, and at the same time act with others in establishing and maintaining a graded school. In nine cases out of ten, there are, in each rural district, but one school and one teacher. Into that one room, and under that one teacher, are gathered all the school-going children of the district. The curriculum of studies embraces all subjects, from the primer to higher mathematics and the natural sciences. The diversity in the attainments of the children, and the number and variety of the branches taught, make it difficult to effect any satisfactory classification. Each district is left in isolation and weakness. Remove these district lines and we at once admit of a comprehensive plan of co-operation by which the schools of the township may be graded, and high schools established where and when needed.

"The change in our system which gave us the county superintendent, simplified the school machinery in the state. School statistics, which under the old law were obtained with great difficulty, and were inaccurate to a great extent, are now collected with comparative ease, and are, for the most part, reliable. And not only are school statistics gathered more accurately and easily than formerly, but in proportion to the reduction of the number of school officers, has there been a corresponding increase in the efficiency of our supervision. The trouble which we still labor under is the cumbersomeness and inefficiency of our school machinery in the counties. The county superintendent has too many officers through whom he must act, and upon whom he must rely for much of the information which he needs. In the change to the township system, our whole school machinery in the counties would be simplified in the same manner, and to as great a degree, as the county superintendency simplified it in the state, and I have no doubt but a like improvement in the efficiency of our supervision, and in the ease with which school statistics can be gathered, will follow. Instead of having from forty to one hundred and twenty boards of school officers through whom to act, the county superintendent would only have from five to twenty-five such

boards. Conferences with the boards could readily be had, and much more harmony of action would be secured.

"This system, in all its distinctive features, is in operation in the cities. In each city there is but one board of school officers who erect the buildings, employ the teachers, determine the course of study, select the text-books and exercise all the authority needed. The system possesses unity, harmony and strength. Here, we have the township system illustrated; and no objection, it appears to me, can be urged against it, as a township system, that cannot, with equal force, be offered in opposition to it as it now exists in the cities. Suppose in each of the cities there were as many different boards of school officers as there are schools, each acting independently of the others, thus establishing as many different and probably antagonistic school policies as there are school buildings; the weakness and perplexities of such a state of things is, of course, apparent, yet the district system in the country is identical with it."

Nearly every statement here made is as applicable to Wisconsin as to New Jersey. It will also be observed that Superintendent Apgar published the above as a repetition of a recommendation made four years previously. His own continued conviction is thus indicated, as probably also the difficulty of persuading people to abandon unwise but time-honored methods.

Maine, like Wisconsin, has a law allowing towns to exchange the independent district for the better township system. There as here, the change has been a slow one, but Superintendent Johnson says in his report for 1873:

"In several instances the district system so called, has been abandoned and the town plan adopted, with most satisfactory results, as for instance in Turner, Lisbon, Pembroke, Machias, Baring, Whitneyville, Kenduskeag and other towns of medium size and scattered population, a fact indicating the practicability, and, in positive results, the desirability of the town plan. The examples thus afforded have already set neighboring towns to a candid consideration of the matter. Nothing is now needed except to encourage public sentiment in this direction. We have law enough."

Here too as there, we need not law, but enlightened and encouraged public sentiment.

Hon. D. B. Briggs, who has just been re-elected State Superintendent of Michigan, says in his last published report:

"The disadvantages (of the district system) are many and great. Why is it desirable to have thirty-nine or more men in a township chosen for a service (as is true in numberless townships of the state), which six, nine, or twelve will do better? We have an army of school officers in the state exceeding twenty thousand; and it is repeatedly and very naturally urged as an objec-

tion to our district system, that the average quality of the officers is inferior, and in many districts where intelligence and character are especially needed even tolerably suitable men can not be secured to hold the office, the public money is often times misapplied and wasted, if not stolen, the law repeatedly violated and the schools comparatively worthless. But by enlarging the area of the district, a wider opportunity of choice is allowed, a superior average of official character is at once obtained, and more vigor, honor and intelligence is infused into the management of school affairs. But perhaps the most serious objection to the existence of small districts, arises from the difficulties necessarily existing in the way of organization, classification and gradation of schools. The overwhelming force of this view of the subject is felt, as we know and appreciate the advantages of the gradation of the schools, as adopted and strictly adhered to in our cities and villages; of improved school accommodations, and more uniformity of management generally.

"A class of men can be induced to manage the affairs of a township that would not be troubled with the affairs of a district one-tenth or one-twelfth of its size. Hence the importance of enlarging the district sufficiently to make the administration of its school affairs an object of dignity and responsibility. In the older and more populous counties of the state what objection can there be to the territorial identification of the township and the school district? The reasons are ample why they should correspond. The fact that the township is the smallest unit in the civil system renders it desirable, for the sake of uniformity alone, that it should correspond with the smallest unit of the educational system. It becomes easier thus to preserve in the minds of the people a clear comprehension of the three-fold character of the school system, and the analogy of construction which exists between it and the general civil organization of the state. In 1861, a bill was introduced and considered by the legislature of our state, authorizing the adoption of the township system in such townships as might desire it. It is a matter of record that the bill met with much favor, but, for want of time to perfect it, it was left as a part of the unfinished business of the session. The plan proposed by the bill referred to was, simply, that a township school board should be elected, consisting of six trustees, who should have the exclusive care and control of all the schools in the township, precisely as the school boards in our cities have control of the public schools. The advantages, at that time claimed, are chiefly these:

"1st. It would secure equality of school privileges to all the children in the township, and this would be effected by a township board having the entire field to provide for. 2d. No more school houses would be built and schools supported than are needed. 3d. Better buildings would be provided. 4th. A happier selection of teachers for particular schools could be had. 5th. Individual favoritism or *nepotism* would not be as likely to have control in the selection of teachers. 6th. It would necessarily lead to a uniformity of text-books, to a gradation of the schools, and consequently to better classification. 7th. It would furnish a more effective supervision of the schools. 8th. A more steady management and stable support of the schools would be

had by a board so much weightier in influence and so remote from petty neighborhood quarrels. 9th. The equitable apportionment of school funds, almost impossible under our present system, would be comparatively easy, as the whole amount would come into the hands of a township board, and be expended by them directly, justly and for the general good."

Hon. Alonzo Abernethy, now serving his second term as State Superintendent of Iowa, says in his last annual report:

"A large majority of the most active friends of education in Iowa have always insisted, that a serious mistake was made in the incorporation of the sub-district feature into the district township system; that if each civil township had been made a simple, single district, to be governed by a board of directors chosen at large in the district, as in independent districts, and provision made for but one annual meeting of the directors, instead of two, much better results might have been looked for, and better satisfaction given."

Hon. Thomas W. Harvey, State Commissioner of Common Schools of Ohio, in his annual report for 1872, repeats the recommendation of his last previous report, that "the number of local directors in each sub-district be reduced from three to one, and that the management and control of the schools in each township be transferred to the township board."

Further citations like these from recent and authoritative sources, might easily be given, were it needed.

In Massachusetts the township system has reached its best development. There, however, it was preceded by the district system, of which the illustrious, First Secretary of the Massachusetts Board of Education, Horace Mann, says in his 10th annual report: "I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law on the subject of common schools ever enacted in the state." Massachusetts afterwards enacted a permissive law (from which our own is copied), allowing towns to abolish their districts and to put the schools under the common control of a town board. Most of the towns, in course of time, voluntarily made the desirable change. The law then put its compulsory hand upon the rest, thus removing the last vestige of the injudicious act of 1789. The township plan is, therefore, now one of the well proved excellencies of the educational system of this favored state.

Among the many peculiar advantages offered by the township system, and indicated in the quotations above made, I desire to

call closer attention to a single one—the more equitable and useful apportionment of school funds under this system.

The principle upon which the modern state system of education is based, is that the welfare of a free state is largely dependent upon the intelligence of the people. Hence the state is the author and supporter of a system of free public instruction—no other system being deemed adequate. Hence, again, the property of the state must educate the children of the state. Finally, it follows that the state should not discriminate between classes or localities, but should distribute advantages not only to all, but to all as uniformly as possible. To him who believes in state education these are simple axioms.

Now, how do facts correspond with these? The following statements certainly do not answer this question satisfactorily. In January last, I received from an intelligent town clerk, the subjoined statement:

“I am decidedly in favor of the township system of school government. I am glad you favor it and are calling the attention of the people to it. Let me give you the valuation of the different school districts in our town, and you will readily see how unequal the school taxes are:

Dist.	Valuation.	School Tax, 1873.
1 .....	\$18,642 .....	\$211.98 .....
2 .....	45,104 .....	595.64 .....
3 .....	42,080 .....	318.76 .....
4 .....	37,568 .....	390.78 .....
5 .....	32,528 .....	204.14 .....
6 .....	6,814 .....	165.04 .....
7 .....	20,988 .....	257.29 .....
8 .....	10,455 .....	100.89 .....

“You will see the valuation ranges from six or seven thousand dollars to over forty-five thousand. School District No. 1 has more than as many again pupils as No. 2, while No. 2 has more than three times the valuation. It may be asked, why don't you adopt the Township System? I will tell you—the large districts can out vote us. There is a mill in No. 2 valued at \$25,000, the owners do not live there, or in this town, and of course there is a large number of men that have no interest in a school; they vote for the interest of their employers. Their tax under the present system is not so much as it would be under the township system, and the people in the large districts say they don't want to pay for the schooling of children in other districts. In towns where the valuations of the school-districts are about equal, they have no objections to the system. In districts No. 1 and 6, and others in this



town, there are from 30 to 40 scholars in a house 16 by 20 feet square, with cracks in the floors large enough for a person to put his fingers through, and the wind can blow through the house; the stove has to be kept about red hot; those next to it suffer headache with the heat, while their feet are cold, and those back are too cold to study. The districts are so poor they can hardly keep up school six or seven months in the year, while districts No. 2 and 4 have large houses, grained inside, with patent seats, and nice maps, chromos, etc., to adorn the walls. We are glad they have them; we hope some day to be able to have them too.

"Now a word about teachers. A good teacher can get any school he is a mind to ask for. The large districts, or those with the best houses and the most money, get all the best teachers, while the poorer ones have to hire the teachers that are just beginning to teach. As soon as they teach two or three terms and become well qualified they apply where they have a comfortable house and can pay the most wages, and the small districts have to qualify another one. These are facts that cannot be denied, and I think with you that there should be a change in our school system. I believe our town to be a fair sample of most of the towns in this part of the state, and instead of the districts becoming more equal as the country settles up, they are becoming more unequal in valuation.

"I have written this to give you a better idea of the workings of the present school system, or its workings in this part of the state.

In the JOURNAL OF EDUCATION for May, 1872, a correspondent gives the following table, showing the rate of taxation in the several districts in the towns of Sumpter, Washington and Franklin, county of Sauk:

## SUMPTER.

In District No. 1,	the rate per cent. is	5.2	mills on a dollar.		
" " 2,	" " "	5.9	" "	" "	
" " 3,	" " "	3.6	" "	" "	
" " 4,	" " "	3.3	" "	" "	
In Jt. Dist. No. 5,	" " "	5.9	" "	" "	
" " 2,	" " "	3.3	" "	" "	
" " 3,	" " "	3.7	" "	" "	
" " 7,	" " "	7.9	" "	" "	
" " 9,	" " "	6.7	" "	" "	

## WASHINGTON.

In District No. 1,	the rate per cent. is	14.0	mills on a dollar.		
In Jt. Dist. No. 2,	" " "	9.0	" "	" "	
In District No. 3,	" " "	9.8	" "	" "	
In Jt. Dist. No. 3,	" " "	13.8	" "	" "	
In District No. 6,	" " "	13.0	" "	" "	
" " 7,	" " "	13.4	" "	" "	
" " 8,	" " "	14.0	" "	" "	
" " 12,	" " "	15.0	" "	" "	

## FRANKLIN.

In District No. 1,	the rate per cent. is	15.0	mills on a dollar.
“ “ 2,	“ “	8.0	“ “
“ “ 3,	“ “	13.5	“ “
In Jt. Dist. No. 5,	“ “	20.0	“ “
“ “ 1,	“ “	30.0	“ “
In District No. 10,	“ “	12.5	“ “
“ “ 13,	“ “	17.0	“ “
“ “ 14,	“ “	10.0	“ “

“By comparing,” says this writer “Dist. No. 4, town of Sumpter, with Jt. Dist. No. 1, of Franklin, we find that the people in the latter pay over nine times as much on a dollar of valuation as the people in the former, for the education of their children. A comparison of other districts will show the same contrast, though not to so great a degree. This contrast is still more glaring, when we consider the fact that the average number of months of school per year is from one to one and a half greater in Sumpter than in the other two towns mentioned, and also the average wages per month is from four to five dollars higher.”

In the *Journal of Education* for February, 1872, Mr. A. F. North, the Superintendent of Waukesha county, published the following suggestive statement concerning the inequality of taxation under the district system:

“The foundations of our free institutions were laid by the Puritans, when they made this compact in the *May-flower*, viz: That every settler should have equal rights, and that they would obey the laws they should make for the common good. This sentence contains the essence of all free government. But they saw clearly that the stability of such a government, as well as the well-being of the individual, could only be maintained by universal education, and they took measures at an early date (1636) to secure this end by the action of the state. Enlightened statesmen throughout the world are bearing testimony to the soundness of these views, and, in spite of bigoted reactionists, are pressing forward to their attainment; and announce, as the safety of the state depends upon the intelligence of the people, the state must secure this by popular education—in other words, the property in the state must educate the children in the state, and this with at least some good degree of equality. It is upon this basis that the school fund is distributed. It is apportioned, not in the ratio of the property in a district, but upon the number of children to be educated therein. And this is the true principle, and should be of general application. But it is not so, and very few persons are aware how widely different from this is the fact with regard to the distribution of the burden in our towns under the present district system. The annexed table will show its operation in Pewaukee, Waukesha county, which is believed to be a type of the condition of things, generally, throughout the state:

TABLE showing inequality of taxation under district system.

	No. of Scholars.	Value of Property in District.	Amount per Scholar.
District No. 1 .....	221	\$235,090 00	\$1,068 00
District No. 2 .....	44	124,563 00	2,276 00
District No. 3 .....	92	172,285 00	1,861 00
District No. 4 .....	79	61,593 00	784 00
District No. 7 .....	47	47,080 00	1,001 00
District No. 8 .....	29	72,922 00	2,860 00
Jt. Dist. No. 9 .....	76	116,198 00	1,529 00
Jt. Dist. No. 10 .....	48	75,209 00	1,566 00
Jt. Dist. No. 6 .....	97	105,024 00	1,083 00
Whole town.....	732	\$1,008,964 00	\$1,378 90

"By reference to the above table, it will be seen that while in the whole town there is \$1,378 for each scholar, in district No. 4 there is only \$784, about one-half this amount, and in district No. 8 there is \$2,860, over double the average amount. I hope to be able soon to show how this matter stands in the other towns in this county. Such a state of things is a conclusive argument in favor of the township system."

### A STATE SCHOOL TAX.

While the adoption of the township system alone would be a long step towards a more desirable equality in taxation for school purposes, there will still remain the same inequality between towns as now between districts. With the growth of cities and villages, and the concentration therein of population and wealth, this inequality becomes perpetually greater—a result which, while more marked in New England and other eastern states, is nevertheless apparent in our own commonwealth.

The remedy for this is readily suggested by the principle that underlies our American system of popular education—"the duty of the state to provide for the education of all the children of the state, by taxing every man in proportion to his property." How does the state now embody in practice this wise and benignant principle? By a uniform tax upon all the property of the state does it secure for its children sufficient and uniform means of instruction? Not at all. The state provides for the support of local schools mainly by a uniform tax upon the property of local towns and school districts. Moreover, local authorities determine the sum to be raised by tax from such property, the state merely fixing

the *minimum* amount. It is true the state provides for a uniform and impartial distribution of the income of the school fund; but this income is so small in proportion to the amount needed for the support of the schools, that it has but little effect upon the equality of local taxation.

The remedy for this clearly lies in a general state tax that shall give to the entire school system a more substantial and uniform basis. The character of the schools should be made far less dependent upon local resources. A system showing the inequalities exhibited above is hardly worthy the name of a state system. What would be thought of a line of railway owned and operated by a single company, yet exhibiting all motly characteristics throughout its course, from the palatial depots and steel rails of a safe and perfect part, to the worn out rails, crumbling ties and tottering bridges of perhaps an adjoining section? To be safe, to be worthy of popular confidence, to be profitable, it must be uniformly constructed of good materials, and as excellent in all essential features in the unpeopled wilderness as in the populous and wealthy districts.

From the last annual report of my predecessor, I find that the whole income of the school fund is less than one-twelfth of the entire cost of the public schools of the state for the year 1873, and actually less than one-eighth of the amount paid for teachers' wages alone during the same year. Here is a state system of schools professing to offer to all children of the state an education that shall qualify them for good citizenship, yet deriving more than eleven-twelfths of its support from local and very unequal—and to a great extent optional—taxation! Moreover, the slender pittance of one dollar in twelve, which the state does impartially distribute, comes—almost every penny of it—from a national grant, of which the state is merely the custodian. Not one dollar has the state ever voted from its general revenue for the support of a system of public instruction that is acknowledged to be the very anchor of its own safety. Is this consistent? Is it wise? I most earnestly commend the consideration of these questions to the people, and to their chosen representatives in the state legislature.

Force will be added to the above suggestions by referring to the practice and experience of other states.

New Jersey, with a school population, judging from the average attendance, less than one-half our own, expended for school pur-

poses in the year 1873, over \$400,000 more than did Wisconsin. Besides imposing, for the support of her schools, a uniform two-mill tax upon the property of the state, she adds to this an additional annual appropriation of \$100,000. In the last Annual Report of her faithful and popular superintendent, Hon. E. A. Apgar, I find the following very significant and instructive paragraphs:

"It will be observed that the state appropriation amounts to about three-fourths of all the money needed to maintain the schools. This money is derived from the tax of two mills on a dollar, levied by the state. This tax is uniform in all the counties, and is apportioned for the use of the schools on the basis of the school census. The cause of public school education is regarded as a state and not a local interest, and a state appropriation derived from a uniform state tax is undoubtedly the most equitable and just means for supporting the same. This method of raising school money does not meet with a tith of the opposition that the old plan of resorting to township taxation always encountered.

"Forty townships out of the 217 in the state, raised additional funds by township tax, and in 507 districts out of a total number of 1,367, district school taxes were assessed. In 175 districts, taxes were assessed to pay teachers' salaries, and in 477, they were imposed to build and repair school houses."

Maine imposes upon all the property of the state, an annual tax of one mill per dollar valuation, and thus increases the school revenue by the sum of about \$225,000, or nearly one-fifth the entire current expenses of the school system. Hon. Warren Johnson, in his annual report for 1872, says:

"This form of taxation, so general among the states, is not merely one of convenience, but it is established on the fundamental principles of duty and equity. Reason and experience demonstrate the necessity of an intelligent people for the life and welfare of the state. With this necessity granted, the state through the organic legislative body expresses its will in relation thereto, and issues the mandate to every town, 'Educate your youth.' Along with this command of the state, should go the accompanying enactment by which means shall be afforded to the several town committees, in order that they may effectually accomplish the purpose intended. Hence the duty of the state to provide these means, not by taxing the wealth or poverty of others, but by drawing from its own treasury and disbursing in such a manner as may, in its wisdom, be deemed best. The state educates; the state should pay for it. This the state does in part by the present mill-tax. Again, the revenue, or means, thus required by the state, should be paid by those who are *able* to pay. The poor man, with a family of six children to be educated, ought not to be obliged to pay six times as much as the rich man with one child, or even as much as the latter with six children. It is common intelligence we are endeavoring to secure, and the cost of the attempt

and of all instrumentalities connected therewith, in justice and equity, should be paid for by the commonwealth, by all the property in the state. This is a principle long recognized in the school district and in the town, since never the *individual* but *property*, is assessed for educational and other purposes. Duty and equity, therefore, sanction the legislation whereby the source of public school revenue was spoken into active existence."

Illinois, by a two-mill school tax, uniformly assessed upon the property of the state, adds nearly a million dollars to her educational revenues. Moreover, in his last biennial report, Hon. Newton Bateman, Superintendent of Public Instruction, says:

"I also recommend that the amount of common school revenue raised directly by the state be largely increased, so that the local district school taxes may be proportionately diminished, and the burdens and benefits of the school system, financially considered, more nearly equalized. I do not think it would be advisable to entirely relieve the inhabitants of the several school districts from the necessity of a supplementary local tax, but there is little probability of that, as it would require the state appropriation to be increased more than five times the present amount. I am of the opinion, however, that if the sum now appropriated by the state were doubled, it would prove a wise and beneficial measure."

Michigan, by a two-mill state school tax, adds over \$460,000 to the income of her school fund, which, however, itself yields more per scholar than does the income of the school fund of Wisconsin. Indeed, while the school population in each state is nearly the same, statistics even making the supposed average attendance in our own 10,000 more, the total income in Michigan for her schools is (according to the Report of the Commissioner of Education for 1873) over \$1,300,000 more than that of Wisconsin.

Indiana, with a school fund larger by two millions of dollars than that of any other state in the Union, adds to the income of that fund more than a million dollars annually, by a uniform state tax of nearly two mills on a dollar valuation.

Other states increase their school revenues in a similar way, as follows:

California, by a one mill tax.

Kansas, by a one mill tax.

Kentucky, by a two mill tax.

Nebraska, by a two mill tax.

New York, by a one and one-fourth mill tax.

Ohio, by a one and three-tenths mill tax.

Oregon, by a two mill tax.

Pennsylvania by a large annual appropriation.

Rhode Island, by an annual appropriation.

Indeed, an examination shows that twenty-five of the thirty-seven states have a state school tax, while only twelve have none.

Massachusetts alone, among the states that are educational leaders, has not as yet adopted this plan, so largely in operation elsewhere; but Hon. Joseph White, the venerable Secretary of the Massachusetts Board of Education, has several times called attention to the wisdom of thus equalizing to some degree the burdens and privileges of the school system in that state. He says in a recent Annual Report, after referring to the present marked disparity of burdens and benefits, and a need of a remedy therefor:

"I invite your attention to a method for this purpose, which is in my judgment alike practical and just in its application.

"I propose that a school tax of one-half of one mill on the dollar on the whole valuation of the commonwealth be annually assessed, collected and paid into the treasury, in the same manner as other state taxes, and when so paid that it be designated by the treasurer as the half-mill school fund for the support of the public schools; and further, that said fund be apportioned and distributed among the several cities and towns in the commonwealth, according to the number of persons therein between the ages of five and fifteen, and in the same manner and on the same conditions as one-half of the income of the school fund is apportioned and distributed.

"With respect to the plan here proposed, I suggest:

"*First.* That it is not a scheme for increasing the cost of supporting our schools. Not a dollar need to be added to the *average* cost. It is simply nothing more nor less than raising the needed amount in a more equitable way than at present.

"*Second.* That each town and each person will contribute in an equal, and therefore just, ratio to the taxable property of each.

"*Third.* That the method of distribution is the only one which is just and equitable and at the same time practicable. Since every town contributes to the general weal, precisely according to the number of youth which it educates, and thus fits for good citizens, so it is plain that the amount contributed by the state should be determined by the number so educated, with the single modification, if any, perhaps, in favor of those places which incur the heaviest rate of taxation.

"*Fourth.* That it will give a coherence and unity to our school system which it now lacks, and thus become a source of vigor and strength. It will create a stronger sympathy between the different municipalities, as mutual contributors to and receivers from a common fund, as well as the subjects of a common law. Indeed, the laws passed from time to time in the interest of harmonious and progressive action will be no longer regarded, especially by

the smaller and less favored towns, in the light of arbitrary mandates, but rather as beneficial rules of action suited to the exigencies of all and for the general good. The *enforcement* of the laws will give place to a *cheerful obedience* to them.

“While in the larger cities and towns the burden imposed by the proposed measure will be hardly appreciable, the relief to the smaller ones will be most grateful and timely; confidence and hope will take the place of discouragement and discontent; greater efforts will follow; a more thoroughly instructed and altogether higher grade of teachers will be employed, and for longer terms of time; and a better class of school-houses, with fitting apparatus and furniture, will take the place of the rude, unsightly and uncomfortable structures, which, in too large numbers, still linger among us.”

Nowhere have I found more clearly set forth the character and causes of the evils under consideration, than in the last Annual Report of Hon. Thomas W. Bicknell, Commissioner of Public Schools of Rhode Island. The clear statements, apt illustrations and cogent reasoning of this author, will be considered sufficient excuse for the length of the quotation. I would invite particular attention to the felicitous and truthful comparison of the flow of population, wealth and enterprise to cities, and the flow of streams and rivers to the ocean. It is at once admirable illustration and unanswerable argument:

“Attention is called to the last column in this table, which shows the town tax on each \$100 for the support of public schools. The inequality of this tax is a remarkable feature of the case. While the towns of Westerly and South Kingstown raise a tax of *six cents* on each \$100 of their valuation, the town of Foster raises a tax of *twenty-three cents*, the town of Johnston a tax of *twenty-four cents*, the town of East Providence a tax of *twenty-five cents*, and the town of New Shoreham a tax of *twenty-six cents* on each \$100 of the state valuation of \$1870. The other towns range between these two wide extremes of school taxation. This fact, taken in connection with the other, that the school year varies in length in the several towns of the state, from twenty-four weeks, the minimum school year, to forty weeks, the maximum school year, and we find that the burdens and advantages of our schools are unequally distributed throughout the state. Now, it is very evident that when a part of the state suffers a lack of educational privileges, or is obliged to assume an undue share of taxation, that the whole state must, in the end, and on the whole, be the loser thereby. And it is the purpose of the wise legislator, and the argument of true political economy, to distribute the benefits and to divide the obligations of society as equally as possible, so that every member may receive his due proportion of each.

“Not only is the inequality of our school taxation evident by reference to the preceding table, but it is also made apparent in another form, in the fol-



lowing, which shows the amount of property in each town, represented by each child under fifteen years. \* \* \*

"Each child in New Shoreham represents \$787 of taxable property, in Middletown, \$5,969, in Exeter, \$1,444, and in Providence, \$4,830. The average for each child in the whole state is \$3,287. By this table, it appears that a single child in Newport represents more than seven times as much property as a single child in New Shoreham, in the same county; that a child in Providence represents three times as much property as a child in Foster, in the same county, and that in fourteen of the towns enumerated above, the valuation per child is below the average valuation by the State. It will also be noticed that the valuation for each child is the lowest in those towns where the people are mainly devoted to agriculture. Now it will be clearly seen that if the wealth of the state was equally divided, the ratio of taxation for the support of schools would be quite equitably adjusted among all the people. As it now stands, the towns of smallest valuation must raise a large tax, while the wealthier towns, which have abundant means for the purpose, have the smaller tax for school purposes. Not only are these inequalities of taxation for the support of schools very great at the present time, but they are increasing year by year, as the business and wealth tends to centres, and withdraws from the remote and rural sections of the state.

"Owing to the great changes of twenty and thirty years, by reason of our system of railroads, the growth of manufacturing interests, and the growth of cities and villages on the lines of commercial intercourse and at great centers of trade, wealth has led and followed these lines of improvement and progress, and the former scenes of business and comparative opulence have become sparsely populated and well nigh forsaken by enterprise. The last twenty years show a remarkable change in the valuation of the towns of Rhode Island, and the next twenty, with the present tendencies, will exhibit a more remarkable centralization of business forces and the accumulations of capital in centers of traffic, manufacture and internal and foreign commerce. As the annual drain is made from the country to the city, of its population, its enterprise and its wealth, it reminds one of the constant flow of the streams to the rivers, and of the rivers to the sea, carrying from hill and mountain slopes the rich soils, which form the alluvial meadows and prairies, which grow the world's harvests. Were there no return of moisture in the evaporation of the ocean, which the winds carry in fogs, rains and snows, to add new supplies to the unfailling springs among the hills, these fountains of fertility, of beauty, of growth and of wealth to the valleys would cease. So there may be a return of the blessings of wealth from wealth centers, by sending forth to the sections less favored by wealth, the means which shall keep a healthy supply of intelligent population to make good the wear, the weakness and the decay of the forces which become enervated by wealth, or demoralized by the corruptions incident to, and necessarily attendant upon large populations and undue wealth.

"In order that the schools of the town of Exeter shall be as good as those of the city of Newport, the people must have good teachers and as long terms of schools, with as good school accommodations, supervision, etc.

The children of each municipality are entitled to equal advantages in educational concerns, and the people of one portion of our state cannot look with unconcern upon the present condition or future prospects of any other section. The interests of the children are common interests, and must receive a share in the public weal or woe of the state. But Exeter must tax its citizens *per rata* seven-fold as much as Newport, in order to secure from town and state the money necessary to give its children as good school privileges as the youth of the city of Newport enjoy; because its pecuniary ability is only one-seventh as great *pro capita*. Now, if the burdens were borne by Exeter for private interest alone, and not chiefly for the common good of the state, that every child therein might be fitted for his duties as a citizen, the matter of child-education might be left wholly with the local decision of the question. But the free school system, as adopted by the New England states, and now inaugurated in every state of our Union, recognizes the great principle of distributing the blessings of education broadcast and free throughout the state, and of an equalizing of the burdens to be borne by the wealth of the whole state. Each child is a fractional part of the town population, each town is a fraction of the state, so each dollar in the town valuation is but a fraction of the town and state wealth. All are but parts of one organic whole, the state. This unity of interest, and power and growth, establishes the free school, so that the poor as well as the rich may, together, enjoy the equal advantages of preparation for the services of life. Is this principle fully recognized in the present methods of raising school revenue?

"The mill tax, or a state tax of one mill upon each dollar of state valuation, would secure a more equitable adjustment of this matter. With a valuation of over two hundred and fourteen millions of dollars, a tax of one mill upon the dollar would yield an annual revenue of over two hundred and fourteen thousand dollars for public schools. This amount, divided by the present system, would give relief immediate and valuable, to all the poorer towns of the state, while it would be a small return from the richer for the benefits which have been, and will be conferred by the constant contribution of population, labor and capital to the growing centres of business. No more money is required by this plan. The change only affects the method of raising our school revenue so as to make the whole property of the community the basis, to a certain extent, of the taxation, which protects its integrity, and which will constantly enhance its value. By this tax, not only is justice and equity secured, but an annual ratio of increase will be made to the school fund corresponding to our increase in wealth, which would satisfy, to a certain extent, the increased demand for larger educational facilities on the part of our towns, and would distribute the burdens among those who will most largely enjoy the pecuniary gains."

The following statement from Hon. W. H. Chandler, Superintendent of Dane county, adds confirmation to the above:

"No small proportion of the inefficiency of our public schools is attributable to the fact that so large a part of the amount necessary for their sup-

port is left to be provided for by local taxation, and so small a part comes from a general tax or the income of the school fund. Facts coming under my own observation prove that, not unfrequently, wealthy residents and persons having no children of school age, unite in defeating the wish of others having personal and public interest in maintaining efficient and adequate school advantages. The meagre apportionment of public money being thus often forfeited, in order to save a much larger amount needful to be raised by local taxation to support schools. Illiteracy is thus increased, not for want of interest in the schools, but by lack of schools to attend. In the interest of sound public policy, give us a *liberal uniform state tax* for support of public schools."

I have thus devoted considerable space to this subject, but no more than its great importance demands. The interests of our school system, in my judgment, demand its speedy consideration by the legislature, and such action thereby as will both give greater vigor to the system as a whole, by strengthening its weaker parts, and remove from the state the disgrace of being almost the only one in the Union that has not aided or even thought of aiding, from its own full and impartial hand, the system of popular culture upon which it professes to base its very existence.

A tax of two mills per dollar valuation upon all the property of the state, added to the income of the school fund, would give less than one-half the amount annually required for the support of our public schools, but would go far in equalizing burdens, diminishing much oppressive local taxation, improving inefficient instruction in country districts, and adding unity and vigor to the whole educational system. Such a measure the state will certainly adopt at no distant day. Why should not its benefits be immediately secured?

### THE STATE UNIVERSITY.

I would invite the earnest attention of the legislature to the reports of President Bascom and the University Board of Visitors, respecting the immediate and prospective needs of our State University, to be found elsewhere in this volume. The university is the crowning feature of our state school system. It has been recognized as such from the very origin of the state. Indeed, its history is coeval not only with that of the state, but with our earlier territorial history. In his message to the first territorial legislature in 1836, Governor Dodge recommended asking from congress aid

for the establishment of a state educational institution, to be governed by the legislature. At that very session an act was passed to establish and locate the Wisconsin university at Belmont in the county of Iowa. At its second session, the following year, the legislature changed the location, and established "at or near Madison, the seat of government, a university for the purpose of educating youth, the name whereof shall be, 'The University of the Territory of Wisconsin.'"

At the same session a resolution was passed directing the territorial delegate in congress to ask of the Congress of the United States an appropriation of \$20,000, for the erection of the buildings of said university, and also two townships of vacant land for its endowment. Congress accordingly appropriated 72 sections of land for the support of a seminary of learning in the territory of Wisconsin.

It is interesting thus to know that the earliest founders of the territory, as the earliest civilized inhabitants of New England, sought to make provision for that higher education, which sheds light and honor and strength over the entire state or nation that fosters it.

The institution that was thus one of the earliest creations of legislative enactment within our borders, is at this day largely dependent upon the bounty of the State, through legislative enactment, for its progressive success and influence. The legislature called it into existence. The legislature obtained the original national land grants from which its revenues were to come. The legislature disposed of those grants *in its own time and manner*, and thus fixed the revenue for its support. The disposition of the grant is now seen to have been very unwise for the best interests of the University, although tending to promote the rapid growth and prosperity of the state. Finally, the legislature sanctioned the erection *out of the original endowment fund*, of one of the most ill contrived, inconvenient and thoroughly absurd edifices probably ever erected for instructional purposes in this country.

Notwithstanding early mismanagement and partial failure, the University is to-day entitled to the respect and confidence of the State. Its recent management has been judicious. Its reorganization in 1867 gave it new life and vigor, and since then it has been steadily advancing in power, and, as I have good reason for believing, in the esteem of the people for whose common benefit it exists.

The true source of its present prosperity is its faculty—without an exception, men of high character, ability, and attainments—several of them already possessing a national reputation as scholars and authors. Its new president, one of the most distinguished scholars, not only of New England, but of our common country, is a man singularly fitted for the position he holds. With high eastern culture he combines the broad, liberal views, vigorous earnestness and plain common sense that win respect and influence in the west.

Such men must and will attract students under any circumstances. But modern students and modern studies require much more than a Socrates in the market place, or a Plato in the garden. They require rooms and all the accessories for illustration and experiment which modern learning, and especially the modern sciences, make indispensable. These good accessories are as necessary as good instructors. The best students—those very ones for whose benefit the State University should exist—will largely go where there are not only the best men, but the best general equipments. The laboratory and the cabinet speak now as eloquently and as effectively as the scientist himself.

I have thus pointed out some of the necessary conditions of modern instruction. The plain questions the immediate authorities of the institution now ask are these: Does the state not desire its own University to meet the needs of its own citizens? Shall this crowning feature of our school system, whose function is to give strength and inspiration to all the schools beneath it, to furnish teachers, and lawyers, and physicians, and editors, and judges, and legislators, and trained thinkers and actors in all departments of life—shall this University, whose mission is thus beneficent, and whose creation was wisely deemed so important nearly thirty years ago, even by the founders of the state, come short of its true purpose simply from want of facilities which the state is now so abundantly able to give? I cannot believe it. The state desires no such thing and will permit no such thing. Wisconsin is an intelligent and enterprising state. She is no longer weak and poor. She is powerful and wealthy. Single villages in many instances have erected buildings for high school purposes as costly as the only one the state has as yet ever given to her own University. Within the past year a single ward of one of her cities has finished a school edifice costing more money than the University now asks from the

entire state for the erection of its new and greatly needed Science Hall.

Our Normal Schools are among the best appointed and most successful in the Union. The buildings are spacious, equipped with the best furniture and apparatus, provided with the most approved means of heating and ventilation, and are every way an honor to the state. Our charitable institutions will compare favorable with those of any other state. For the deaf and dumb, for the blind, and for the insane we liberally provide what might not inappropriately be termed palaces. For these unfortunates from whom it can expect to reap no returning benefit, the state bids wealth and science exhaust their resources. But for the very flower of its youth—those who are destined to become leaders of society—the creators and guides of public sentiment, the chief promoters of educational, scientific, and industrial progress—for the generous culture of these healthy and promising members of society, what facilities does the state provide? Let the small, unventilated, gloomy rooms of the State University answer. Let its laboratory with a ceiling easily touched by the hand, and an atmosphere foul with a thousand unwholesome odors, answer. Let its dark and narrow halls, its score of smoking stoves, and its wretched furniture answer. It cannot be too plainly, directly, and forcibly asserted that the continuance of these things is both an injury and a disgrace to the state that permits it longer. No plea of poverty can avail.

Instead of only eighty thousand, Wisconsin could easily afford to give two hundred and fifty thousand to make her university the peer of that of Michigan,—a state older, but now perhaps no wealthier nor more populous than our own, and a state that has within the past four years contributed more than one half that amount to the still further advancement of her favored and renowned institution. I believe Wisconsin has not only the ability, but the willingness to do as much for hers, when she shall be fully satisfied that the recipient of her bounty is worthy of it. Our people are no less enlightened, as they are no less able, than those of our sister state. The simple difference is that the management of Michigan University was wise from the beginning, and has constantly had the confidence of the people. The management of our own was *not* wise in the beginning, and it has received the confidence of the people but recently and slowly.

If any one still doubts the vigorous life that now animates it, doubts that it is *genuine growth* which now demands enlarged facilities, I would refer him not merely to the report of the President, already alluded to, but to the enthusiastic yet truthful report of the last Board of Visitors, to the alumni through whom the institution is already numerous and honorably represented, and to the hundreds of students now crowding its classes and inadequate apartments.

Finally, it is my profound conviction, that the welfare of the state demands abundant facilities for the highest knowledge and culture, as well as for the elements of instruction. The university, as well as the common school, is a source of well being—a guaranty of permanence to the entire commonwealth. It is quite as useful to society—to the state—to have a certain proportion *well* educated, as to have *all* possessed of the *elements* of an education. And the larger the proportion of the well educated, the better for the welfare and glory of the state. The secret of the pre-eminence of Massachusetts lies not in her soil, for it is poor; not in her climate, for it is severe; but in the pre-eminent culture of her people more than in any other cause. That commonwealth gives a higher culture to a larger proportionate number of her children, than does any other state of our Union.

The policy of paying annual tribute to Michigan and the universities and colleges of New England; the policy of continuing to import our teachers, ministers, physicians, scientists; the policy of not developing our own highest intellectual resources, by superior facilities offered within our own borders, are not policies worthy of a great, enlightened and progressive state, and I believe they are not policies to be much longer approved by the people of Wisconsin.

## COUNTY SUPERINTENDENCE.

The present system of county supervision, as a system, is undoubtedly the wisest the state could have adopted. It has the sanction of ample experience in many states, and even in other countries, and may be regarded as one of the *established and permanent features* of school management throughout the Union. Forty states and territories have adopted in substance this plan of supervision. Only Connecticut, Maine, Massachusetts, New Hampshire and Rhode Island have at present no system of county super-

vision. In some of these, however, it is strongly recommended by the chief school authorities. Maine which once had, and afterwards renounced it, is apparently nearly ready to return to the rejected method. The wisdom of county supervision may thus be regarded *as no longer an open question.*

But county supervision in Wisconsin, as in many other states, has some unnecessarily defective points. Strong in general plan, it is weak in details.

(1.) County superintendents are elected biennially in the same manner and at the same time as political officers. As the law prescribes no qualifications, incompetent men are not unfrequently chosen for this peculiar, responsible and very important work.

(2.) The salary paid is so small that, in general, competent men, if elected, cannot devote their entire time to the duties of the office. Hence, perhaps, a lawyer divides his time between the schools and his clients; or a farmer exercises joint and equal supervision over both agriculture and instruction; or a merchant sees no incongruity between trade and pedagogy. Several of the most capable superintendents thus practically acknowledge a divided allegiance.

(3.) The tenure of the office is so brief and uncertain that anything like systematic improvement of the schools is next to impossible. The work accomplished by a faithful and competent incumbent may not be continued—nay, it may be undone—by his successor. The most conscientious and capable superintendent must, of necessity, consider his work fragmentary—a consciousness that dulls the edge of ambition and tends to chill every impulse towards wiser and nobler things.

(4.) The present elective system puts a premium upon the unfaithful performance of duty. When continuance in office is altogether dependent upon the popular will, or upon political influence, the strict and impartial performance of duty lies in a path beset with temptations. The influence of a political friend, the request of a district board, the solicitation from any source whose refusal will bring hostility and endanger the political interests that hang often on slender threads—if these things are always resisted, if they do not consciously or unconsciously influence action, superintendents must be indeed exempt from the common infirmities of human nature.

While the experience of the past year awakened, at first, some surprise that so many intelligent and capable men are engaged in



this work of county supervision, and that the value of the system is, even under the circumstances, so manifest, that experience has nevertheless convinced me that the true interests of the schools demand a class of thoroughly skilled and permanent supervisors. The best men who are now in the work are in it merely temporarily. It is with them a stepping stone to something better. It is chiefly sought because it extends the acquaintance and influence, and adds to the income of the young lawyer, or editor, or merchant, or politician. It is not in general sought and obtained by those who have not more than average ability and ambition; but it is sought not as a profession, and mostly sought by those who have had no special training or anterior experience to qualify them for the work.

The result is that superintendents are perpetually changing, even as the teachers under their influence are changing. There is and can be no accumulation of experience, and the great possibilities for good inherent in the system are thus largely unrealized.

With a deep conviction of its need, shared by nearly all the educational men of the state, I urge a reform that shall secure the following results:

(1) Educational qualifications entitling the superintendent to the possession of at least the highest certificate the law authorizes him to grant to others.

(2) Permanence in office, practically during the time of efficient service. This can only be secured by some appointive system, as in many other states, instead of the present elective system.

(3) A salary pertaining to the office sufficient to induce capable men to accept the work and to enter upon it as a permanent, professional employment.

(4.) I urge further that the system of county supervision be more thoroughly organized and strengthened by a law to secure a

#### UNIFORM EXAMINATION OF TEACHERS.

Even in the present condition of county supervision great benefit would accrue from unity and harmony of action in the matter of examinations and licenses. A system of nearly uniform examinations throughout the state, under a plan in successful operation in Canada, in the states of New Jersey, Indiana, California and some others, would, in my judgment, bring results from the present system, far more excellent and satisfactory than those now reached. For this end I strongly advise such modification of, or addition to,

the existing law relating to examinations, as will authorize the state superintendent to furnish county superintendents examination questions and to prescribe such rules for conducting the examinations and for marking the resulting papers as shall secure more uniform and satisfactory results.

I am enabled to give the result of a full consideration of this important subject by the convention of county and city superintendents, held in Madison, December 29 and 30, 1874. These results are embodied in the following editorial report and comment, published in a Madison paper of January 1:

"Few subjects are of more importance to the educational interests of the state than that looking to the establishment of a uniform system of teachers' examinations. A definite plan for securing such uniformity has been matured and drawn up by Superintendent Searing, and was presented by him for the consideration of the county superintendents of the state, at their late meeting. After thorough discussion, the plan, substantially as submitted, was unanimously adopted by the convention. It strikes us as an excellent one, and we believe it will commend itself to the favorable consideration of the public generally. Whatever legislation is necessary to enable it to be carried into effect, will, we trust, be readily granted. The plan provides:

"1st. That the state superintendent shall furnish uniform sets of questions for use by county superintendents (in principal and supplementary examinations), to be sent to them under seal, as needed.

"2d. That the number of examination districts in each county shall be made as few as possible, consistent with reasonable convenience. These are in many instances unnecessarily numerous.

"3d. That the first and succeeding examinations, held semi-annually in the various inspection districts of the counties, shall be held respectively on the same days throughout the state, and shall be conducted strictly in accordance with regulations furnished by the department.

"4th. That the papers written by the candidates shall be marked by the superintendents according to specific rules—also furnished by the department.

"5th. That each county superintendent shall determine the minimum percentage of successful attainment in his own county, under the advice of the state superintendent.

"6th. That all papers written by every applicant shall be preserved by the county superintendent at least one year, and be subject during that time to the order of the state superintendent.

"7th. That the report of each examination shall be forwarded as soon as possible after its close to the department, and there recorded; each report to contain simply the whole number examined, the number of successful applicants in each grade, and the average standing of such in each grade.

"8th. That the questions for the examinations, the regulations by which

the examinations shall be conducted, and the rules for marking the results, shall be prepared by a board of three competent persons annually appointed by the state superintendent."

In regard to the same subject, the State Teachers' Association made an emphatic expression of opinion in a resolution, with memoranda, offered by Prof. W. D. Parker, President-elect of the fourth Normal School, as follows:

"*Resolved*, That it is the sense of this convention that the State Superintendent should put himself in vital relations to County Superintendents, with a view—

"1. To ensure examinations regularly held, and of a more nearly uniform character; and

"2. To stimulate and direct the general educational agitation in all the counties of the state.

"*Memoranda*.—A nearly uniform examination throughout the state. All original papers—questions and answers—to be sent to the state department and there preserved during the continuance in force of certificates granted thereon. To direct and stimulate the educational agitation, in holding institutes of county Superintendents, and to see that superintendents personally participate in holding teachers' institutes according to law; to effect unity of purpose among county superintendents, teachers and people."

I give below the features of the Ontario (Canada) system of superintendence, and also the method of examining and licensing teachers in that province. I share in the opinion largely held by the leading educational men of the United States, that the Ontario system of public instruction is the best in America. I quote from a paper descriptive of that system, read by Dr. Hodgins, Deputy Superintendent of Ontario, before the *National Educational Association*, at Detroit, in August last:

"In regard to the mode of licensing teachers, the plan is simple, and yet comprehensive. I may state as a preliminary that, in entering the profession every teacher is required to present a document vouching for his good moral character and to pass an examination for the lowest grade of certificate first. And (unless he attends the normal school, and successfully passes through its course), he must hold that certificate for three years, before he can aspire to the next highest rank in his profession. In this second grade he must (unless a successful normal school student), remain two years before he can compete for the highest grade or first class certificate. I say "compete," for the standard is kept so deservedly high that of the ten who "compete" only one on an average reaches the object of his ambition and attains the highest rank in his profession. In order to insure impartiality and uniformity as well as a common standard of excellence, for all the teachers in

the province, facilities have been provided by which every candidate teacher, wishing to obtain a certificate of any grade, shall attend an examination in his own locality, which is held simultaneously at the same hours of the same days and with the same examination papers in every county and city of the province.

"The whole of the examination papers are prepared by a central body at Toronto, and are sent out with full instructions, under seal, to every county and city inspector of schools, who, with four other legally qualified examiners holding first class certificates, conduct the examinations.

"When the candidates are assembled at the examination hall, this officer is required to break the seal in their presence, and then to distribute the papers among them. This is done with every successive paper until the examination is over. The value of answers to the questions having been previously determined by the central authority, the local examiners have no difficulty in fixing the rank of each candidate who may pass, and to reject those who do not come up to the required standard. The local examiners only grant second and third class certificates. The papers of candidates for first class certificates must be sent to Toronto to be there adjudicated upon by the central board. As a further check and safeguard, it is required that the whole of the answers of all the candidates throughout the province shall be also sent up to Toronto at the close of the county examination, to be looked over, if necessary, should any appeal be made against the decision of the local board of examiners.

"Next to the chief executive, the most important officers of the system are the county superintendents (or inspectors, as we designate them).

"In Ontario these officers must have attained the foremost rank in the profession of teaching, and must hold certificates of the first class, and of the highest grade. None others are appointed. They hold their offices virtually during good behavior; and they can only be dismissed either by the Governor or the county council for incompetency or misconduct; or in extreme cases, by a two-thirds vote of the body which appointed them. They perform the duties assigned them by law, under instructions issued from time to time by the education department. With such qualifications, and holding office under such a secure tenure, these officers have proved themselves to be thoroughly efficient and impartial in the discharge of their duties. They have each from 59 to 120 schools under their inspection, and receive not less than \$10 per school per annum, besides certain fees. So with the high schools and collegiate institute inspectors. They must be university men of superior qualifications. They are appointed by the council of Public Instruction for the province, and hold office during good behavior. There are three to inspect above one hundred high schools and collegiate institutes.

## WOMEN AS SCHOOL OFFICERS.

In several states of the Union women are to some extent now serving as local school officers. In Massachusetts, Connecticut and

other New England states, they are serving on town school committees and as official school visitors. In Illinois, Iowa and Kansas, respectively, they in several instances fill the salaried office of county superintendent. In 1874 the legislature of Pennsylvania rendered women eligible to any office under the common school system. Not the enabling legislation of other states, not the actual success of women in these official positions there, but rather a profound sense of woman's fitness for such relations to our school system, and of the benefit that system would ultimately derive from such relations, impels me to urge that Wisconsin should follow the examples cited above.

Women, as a class, are more immediately interested in schools than men are. The majority of our teachers are women. Largely in the schools, and still more generally in families, are children under the influence and guidance of women. Who are better fitted than they to know what should be the character of the schools which share with them so largely in the culture of the young? Indeed, who are so well qualified for, as also so deeply interested in, determining the fitness of teachers, and the convenience, healthfulness and attractiveness of school buildings and grounds?

Allow and encourage capable, educated and earnest women to share in the government of schools and the choice of teachers, and a new element of interest, strength and success would be added to the state system. There would be more assiduous supervision in districts and towns. Better teachers would in many instances be secured. School buildings and grounds that outrage all taste and comfort, and too frequently all decency, would be less common.

Proposing no extended argument to support a recommendation whose propriety I hold to be self-evident, I simply further invite attention to the following extracts from distinguished sources. Says Hon. B. G. Northrop, Secretary of the Connecticut Board of Education, in his report for 1873:

"In Connecticut, Massachusetts and several other states, women are beginning to serve as school visitors. So far the experiment seems to work well. In some towns it is not easy to find professional men, whether clergymen, lawyers or physicians who will spare the time required for the thorough supervision of schools. In such towns there are usually well educated women, experienced as teachers, in practical sympathy with the work of the school-room, and with leisure and heart for the duties of the office. The great majority of our teachers are females. During the last *summer* the number of male teachers was only 198, while the females numbered 2,240,

being more than eleven times the number of males. The very structure of woman's mind fits her for teaching, especially in elementary schools. Woman is the natural guardian of the young. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. While woman so generally excels in instruction, are there not cases where her attainments and powers may be wisely employed in the supervision of schools?"

Hon. Thomas W. Bicknell, Commissioner of Public Schools of Rhode Island, says in his last annual report:

"It is very important that the schools should have the benefit of the most valuable services that can be found for their supervision and general control, and as the experience of the last thirty years has proved the wisdom of employing a large number of female teachers in the schoolroom, instead of males, the experiment is now undergoing tests, whether women may not with equal propriety and efficiency attend to the inspection of our schools as school officers, especially in primary, intermediate and girls' schools. At the outset, women are especially qualified by nature, in the motherly instincts of love and tender interest for children, and during the first ten or twelve years of the child's life, the mother and teacher have mainly the management and control of his education.

"Added to natural fitness, is the valuable experience which so many of our most intelligent and influential women have received in the school-room as teachers. In some states, of which Pennsylvania is an example, no person is eligible to the office of school superintendent, unless he or she has had a successful history in the school-room, as a teacher. Such a necessary requirement as experience may well be demanded of our school officers, and in almost every school district in Rhode Island, are capable women, who have served for one or more years, and have thus learned in the most practical and satisfactory way how to make good schools.

"To judge of faithful or unsuccessful labor in the school and to appreciate the difficulties of the service, none are better fitted than the women who have acted as instructors, and have borne the trials of the station, which is placed under their oversight.

"The advice of women would be of especial value to teachers in matters pertaining to the health as well as the studies of the pupils—a subject so sadly neglected in our school work.

"A third qualification is the element of time. The great complaint on the part of our school officers, is, that they have not the time to visit and examine the school which the work demands. As the service is for the most part a gratuitous one, and is usually prompted only by philanthropic motives, the people cannot demand, nor expect that the schools shall receive the attention which they require, from men whose business constantly demands their time and thought.

"Now, none of the duties of men can so properly, or so readily be delegated to women, as the care of the schools. By an examination of the registers of our schools throughout the state, it will be found that on an average

the names of four women appear to that of one man on the visiting list, practically showing that women have more interest and time to devote to this matter, than men. Of the audiences which gather at the discussion of educational topics, or at teachers' institutes, the female element here predominates, showing the same fact, that women are first in their intelligent inquiries after the best methods of instruction at home and at school. Perhaps the most convincing argument in favor of women's appointment to official school relations is found in practical experience. In several of the states, women hold offices upon school-boards, and this in the most intelligent communities. In several of the towns of Illinois, Massachusetts and other states, women not only occupy the office of school committee and supervisor, with honor and fidelity, but in several instances, they occupy the salaried office of superintendent of the schools of the town. So far as the state reports are in evidence, it appears that their work is done faithfully and conscientiously and merits public appropriation. Success proves capacity and fitness.—*Report 1874, THOS. W. BICK.*

The following, respecting a recent legislative act of New Hampshire, is taken from the last report of the United States Commissioner of Education:

"The growing interest of women in the public schools, and the importance to these of their influence and supervision are recognized in the passage of the following act by the New Hampshire State Legislature of 1872:

"SECTION 1. Any female citizen of any school district of adult age, who has resided therein for six months at least, may hold and discharge the duties of prudential committee of such district, whenever chosen thereto by the legal voters of such district, or appointed by the mayor and aldermen of any city, or the selectmen of any town.

"SECTION 2. Any female citizen of any city or town of adult age, who has resided therein for six months at least, may hold and discharge the duties of a member of the school committee of such city or town, whenever chosen thereto by the legal voters of such city or town, or appointed by the mayor and aldermen of such city, or the selectmen of such town."

### THE SCHOOL MONTH.

An act was passed by the legislature in 1871, declaring 110 days to constitute the "five months" school required of a district in order to share in the apportionment of school money; also declaring the teacher's month to be 22 days, not including Saturday, unless otherwise specified in the contract. These provisions were harmonious; but in 1872 the "five months" was reduced to 100 days (thus making a month 20 days), while the teacher's month was left as before—22 days. This discrepancy between the sections of the

act is the source of much misunderstanding, and of many differences between teachers and school boards. The prevailing custom in the cities and villages is to regard twenty days, excluding Saturday, as a school month, and it is extremely desirable that the custom be uniform. Although any number of months of school will thus elapse sooner than the current calendar months, yet this is well understood and can be taken into account in the agreement made as to wages. The wages of teachers at the best is very low, and this concession I think to be both just and politic. I therefore recommend that the word "twenty-two" be stricken out of section 1 of chapter 168 of the general laws of 1871, wherever it occurs, and the word "twenty" be inserted in its place.

The following from the last published biennial school report of Illinois expresses the forcible conviction of Hon. Newton Bateman upon this subject. Every word is as applicable here as in our neighboring state:

"The new law, section 54, provides that 'the school month shall comprise twenty-two school days actually taught.' This provision has caused great confusion throughout the state, with no apparent compensating advantages. It is so anomalous and arbitrary, as to make it difficult to avoid the conclusion that it must have been an inadvertence. It is assumed that it was not the intention to require teachers of common schools to teach on Saturday or Sunday; the latter being excluded, by statute, from the number of working or business days, and the former, by almost universal and immemorial usage, from the number of school or teaching days. In a year of three hundred and sixty-five days, there are one hundred and four Saturdays and Sundays, leaving two hundred and sixty-one teaching days, or an average of twenty-one and three-fourths to the month. Twelve months of twenty-two days each amount to two hundred and sixty-four days, or three more than the whole number of school days in a year. Hence, if a teacher were employed for twelve 'school months,' as defined by law, it would require three days more than a full calendar year to complete the engagement, unless he should make up the time by teaching on Saturday or Sunday. In like manner, in more limited periods of three or six months, it will generally be the case that the rule of the law cannot be literally complied with, because there will not be three or six times twenty-two 'school days' in the given period. This is the fact with respect to the first six months of the school year, commencing October 1, 1872.

"But there are, if possible, still greater objections to the present legal school month. "Twenty-two" is an awkward, inconvenient, troublesome number. It is not the multiple of any other number connected with common school work and usage, and is therefore not readily manipulated and estimated by teachers and school directors. It leads to fractions and fractional cal-



culations, to mistakes and errors and petty perplexities and vexations and delays in settlements with teachers, and to annoying differences of opinion between directors and treasurers. The aggregate magnitude of these individually little vexations will be appreciated when it is considered that each one of our twenty-one thousand teachers is entitled to settlement and payment every month. If there are any counterbalancing advantages, I am unable to see them. It does not affect the question of wages in the least, for these are regulated by contract, and vary in exact proportion to the number of days required to be taught for a month or other unit of time. I do not see that it benefits the people, the districts, the schools, or any thing or any body, and if not, it should certainly be changed.

"The most natural and simple unit of time for all common school uses and purposes, is the *week* of five school days. Four of such weeks, or twenty school days should comprise and constitute the common school month. This removes all doubts and complications in the computation of time, renders it perfectly easy for directors and township treasurers to settle with teachers, and for teachers to keep and make out their schedules. The numbers involved are all exact divisors, or multiples, as the case may be, of each other, so that nearly every necessary calculation connected with the schools and the payment of teachers, may be performed mentally and quickly. Moreover, the rule proposed has already been adopted in many of the largest cities and towns in the nation, and will soon become, as it should, the uniform American standard of time for all free school purposes. We shall then be enabled to collect and compare educational statistics upon a fixed and uniform basis in all the states and cities of the country, so far as the unit of time is concerned, and exhibit the actual and relative standing and progress of each state and city, in an accurate and satisfactory manner. A change so beneficial, and against which no valid objection can be urged, will, it is earnestly hoped, have the approval of the general assembly."

## CONCLUSION.

In presenting the foregoing views and recommendations, I have sought to do it with that "proper union of boldness and caution" which should guide all true and useful reform. I am well aware, as I stated in some formal words of greeting a year ago, through the *Journal of Education*, that to no inconsiderable extent the defects in our system of public instruction are such as no legislature can remedy. As then said, "their cure lies partly in a more enlightened public opinion, in a denser population, and greater aggregate wealth. Time, and the earnest, persistent efforts of the enlightened friends of popular culture, through the press and from the platform, will bring the desired change."

I am confident, however, that the measures of remedial legisla-

tion herein urged, would prove highly beneficial in further organizing, stimulating and strengthening both public opinion and individual effort. In this, I am happy to know that I represent the convictions of nearly all the experienced teachers and school superintendents of Wisconsin—a class, upon the whole, I believe, as intelligent, as earnest and as progressive as those of any other state. I can here acknowledge that to their enlightened and cordial support will be chiefly due whatever measure of success shall attend my administration of the interests in which they are so intimately and deeply concerned.

But with or without special legislative enactments, the cause of intelligence must advance among the people. There are influences at work superior to all printed statutes. Ideas must spread and must prevail. Rapid communication, the discoveries of science, the omnipresent power of the press, that all comprehensive potency we call “the spirit of the age”—these things are “compulsory laws,” which no man may feel, no man measure, but which, nevertheless, neither individuals nor states can resist.

EDWARD SEARING.



# DOCUMENTS ACCOMPANYING REPORT.

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## REPORTS OF COUNTY SUPERINTENDENTS.

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### ADAMS COUNTY.

J. M. HIGBEE, SUPERINTENDENT.

Has visited all the schools twice, and some more frequently. In most of them spent a half day. Held five examinations of three days each, devoting part of each day to institute work. Aggregate attendance 45.

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### FOND DU LAC COUNTY—FIRST DISTRICT.

W. S. O'CONNOR, SUPERINTENDENT.

Has visited all the schools in the district at least twice during past year, and found them generally prosperous. Believes they compare favorably with an equal number of schools of same grade in any part of state. The public are taking a commendable and increasing interest in educational affairs, and demanding superior teachers and better buildings.

At spring and fall examinations 400 candidates examined. About 70 per cent. licensed to teach, or 176 more than necessary for schools of the district. The rule is not to refuse a certificate to an experienced teacher unless his standing is zero. Generally a few suggestions relative to the subject wherein he failed would set the whole matter right; and generally such a teacher will teach a better school than others lacking experience, who pass a better examination.

Commends teachers' institutes as indispensable to the progress of the schools.

During the year a number of school-houses have been thoroughly repaired and two new ones built, both fine and convenient structures, creditable to the district and county. Some poor buildings, apologies for school houses, remain. From their appearance as compared with even the barns in the neighborhood one might infer that the inhabitants think more of their horses than of their children.

Suggests that school boards should as a rule employ no teacher who is a stranger to them, unless the applicant brings a recommendation from the board of the district in which he last taught.

Commends the Normal Schools as doing a good work for the common schools, in sending out to them thoroughly trained and well qualified teachers.

Recommends school boards to subscribe for the Journal of Education.

Refers to the imperfect reports of the Town Clerks.

Reports that with few exceptions the teachers are excellent, loving their work and earnestly laboring to build up noble characters and well disciplind minds in their pupils.

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## MARATHON COUNTY.

THOMAS GREEN, SUPERINTENDENT.

Reports great improvement on last year in all the schools of the county. Teachers passed a much better examination then last year.

Five new school houses have been built.

Has made 77 visits to the schools of the county,

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## MONROE COUNTY.

A. E. HOWARD, SUPERINTENDENT.

Mentions want of completeness in reports of district and town clerks. Number of teachers required for the schools of the county,

128. Number of certificates issued during the year, 155; but as about fifty of them were for only six months, there were no qualified teachers to spare, and good teachers were scarce. No. of applicants for certificates, 325.

Many of the teachers lack some of the qualities essential to entire success, but are, in many cases, as well prepared as the people where they teach care to have them. The people are satisfied if the teacher "can do all the sums their children come to in arithmetic," not caring whether they understand any principles or are taught to think for themselves. But this unhealthy state of things is gradually giving way to better ideas, as a good teacher is occasionally hired who does far more than mere school-room work.

Teachers' associations were held in various parts of the county last winter, by which the teachers were greatly benefitted. Prof. O. R. Smith, Principal of the Sparta graded schools, rendered efficient aid in these.

Good results are ascribed to the Normal Institute held at Tomah in August, under the direction of Professors Salisbury and Smith. The work there done gave the teachers more enlarged and advanced ideas of their responsibility.

Alludes to the great difference in the methods of marking on a scale of 10 by examiners. Teachers have been examined in several other counties, and their papers marked and sent to him, with the questions, by the superintendents of such counties, and found improperly marked. Papers were found marked  $9\frac{1}{2}$ , when a strictly fair marking would give only 6 or 7. Hence a superintendent cannot judge of the fitness of an applicant without personal examination.

More than six or eight hours are necessary for the proper examination of a class of teachers, so as to determine their real fitness for the responsible work of teaching.

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## OCONTO COUNTY.

A. T. STEARNS, SUPERINTENDENT.

Visited all the schools of this county during the winter and spring. Found them generally in a tolerably good condition, and some of them deserving of especial notice for the high standard

attained and the signs of progress manifest. The citizens with whom he conversed were almost without exception very much interested in the success of their schools. The general expression was, in substance: "We wish to educate our children at home, and we want to make *our* school as good as any other."

But very diverse and, in some instances, most peculiar notions were expressed as to the manner of bringing about this desirable result. He therefore found little need of creating an interest in behalf of the schools, but rather the necessity of harmonizing antagonistic views, and of concentrating and directing the efforts constantly being made for a higher degree of excellence in the schools.

Four new school districts were organized during the year, in two of which schools were maintained for five months. Three new school-houses were erected and some old ones considerably improved and enlarged.

During the winter, a Teacher's Association was organized by the teachers of Marinette and Peshtigo, contiguous towns in the northern part of the county, and monthly meetings were held, well attended by teachers, and creating a lively interest among the citizens in the places where they were held. The Superintendent recommended similar associations in other parts of the county, and occasional meetings were held; but the sparseness of the population and the consequent distance between schools, rendered the carrying out of this recommendation, with much regularity, very difficult. Further efforts in the same direction will be made during the coming year.

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## OUTAGAMIE COUNTY.

PATRICK FLANAGAN, SUPERINTENDENT.

The imperfect reports of district clerks are referred to. Some of the clerks report barely the facts necessary to draw their share of the public money. There is a great deal of guess-work about the financial statement.

The schools have made commendable progress during the past year, notwithstanding the general business depression. A few of the old log school-houses have been replaced with substantial and commodious school buildings. The average wages paid teachers

during the year, have been a little more than in the year previous. Generally speaking, the people of the county are able and willing to maintain good schools, and they are beginning to realize the fact that physical, intellectual and moral culture are coördinate elements of a true education, and that these are not attainable without efficient teachers and commodious school buildings. Yet there is much left for improvement. Many schools are destitute of good blackboards, outline maps and charts.

A pleasant and profitable Teacher's Institute was held at Appleton, under the skillful management of Prof. Graham, during a week in March. This was the largest ever held in the county, the daily attendance being 200. The teachers of the county are greatly in need of institute training, and all were disappointed that another institute could not be held in the fall.

There is a growing demand in the county for earnest, active teachers, skilled in the science and art of teaching. Those who obtain places through the influence of friends, but whose services are never required a second term in the district, are fast departing from the ranks. It is still a misfortune to the schools that many make teaching merely a stepping-stone to something else. Their leisure hours are given to special studies of law, divinity or medicine, and not to the interests of their schools. At examinations they admit they are "rusty," and are satisfied with obtaining a certificate of the lowest grade.

It is recommended that the law should be so changed that the Superintendent might enter upon his duties before the first of January succeeding his election. The retiring Superintendent seldom has interest enough in the schools to visit them before the close of his term, leaving all the schools of the county to be visited by his successor after the first of the year.

Has made since January first, two visits to all the schools of the county that were in session two terms, except the schools which closed before they could be visited. In most cases, found the teachers working faithfully, and scholars making commendable progress.

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## POLK COUNTY.

CHAS. E. MEARS, SUPERINTENDENT.

Is able to speak a good word respecting the progress of the



teachers and schools of the county during the past year. Much improvement is noticeable.

Mention is made of a successful third Normal Institute, held at Osceola Mills from August 18 to September 11, 1873, conducted by Prof. Earthman. The Polk County Teachers' Association has a large membership and a fine teachers' library of 50 volumes, to which additions are made yearly. The Association holds an annual meeting during holiday week.

The increase in the number of children of school age since the last report is 205. While 1,430 children of school age have attended school during the year, 781 of that age are reported as not having attended. The proportionate number of non-attendants is somewhat smaller than during the previous years, but it is yet much larger than it ought to be, and a compulsory law will work the only effectual remedy. We must have such a law before the people will receive one-half the benefit from our schools to which the large expenditure of money entitles them. The average cost of those actually attending school in the county, is \$11.75 per scholar. If the entire number of children of school age attended, the average cost per pupil would be only \$7.25 — a saving to the county of nearly one-half in the benefits received.

Four new school-houses have been built in the county during the year — three good log buildings and one frame. Houses have been supplied with new seats, maps, globes, charts and blackboards, at a total expense of \$2,262.95. This puts a large number of school rooms in fine condition for good school work. The improvement in this direction during the last school year has been much greater than in all the previous years since the organization of the county.

Teachers generally report promptly at the end of each school month. Occasionally one is a little late, but reports are received from all without exception.

Of district and town clerks' reports, he cannot speak so much in praise. Not one was received in complete and correct condition. Thinks there never will be correct reports so long as the district system continues. School officers are not paid for their work, and they appear to think there are only two items of importance in their reports, viz: The number of days the school has been taught, and the number of pupils of school age in the district. The officers cannot be justly blamed for not working without pay. Let us have

the township system of school government, *as a state law*, pay all school officers, and insist upon accurate work.

The certificates issued were 2 first grade, 4 second and 76 third grade. Twelve applicants were refused.

Just previous to the time of holding the annual meetings, a circular was prepared and published, containing the following recommendations to school districts and district officers:

That the annual meeting should be held on the last Monday in August.

That the schools should not be in session during the hot weather of July and August; that as a rule, school should be held not less than six months each year; that if a district *cannot* maintain school but five months, the session should be between the first of October and the first of March; that if there be six months school, a fall term of three months should be taught, and a winter or spring term of three months; if seven months school, three should be in the fall and four in the winter, after Jan. 1st; if eight months school, have it commence the first of October, have a vacation during the holidays and the wet weather of spring, and close the last of June; if nine months (and this should be in all districts where it is possible), commence the middle of September, have three terms of three months each, with a short vacation during the holidays and in the spring, and close the school the last of June.

That the district should vote a tax of from \$25.00 to \$75.00 for school apparatus; that each school should have reading and phonetic charts, good blackboards and plenty of them, outline maps and a map of Wisconsin, globe, clock, numeral frame, cube root blocks, geometrical forms, and other things from year to year, as the district is able to buy.

That as soon as districts are able, they should buy a set of patent school desks, with recitation seats, teacher's table and chair.

The above recommendations respecting the intermission of school during July and August have been made for three years past with favorable and encouraging results.

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## RICHLAND COUNTY.

W. J. WAGGONER, SUPERINTENDENT.

The statement is given, in substance, that as long as the wages

of teachers are so low, comparatively, their work cannot be regarded by them as permanent, and that work will, moreover, not be of a high character. How can the calling be made a permanent one? The only answer he can give is, More rigid examinations and higher wages.

From the smallness of the wages, and from the peculiar relations which the teacher sustains to the community—relations which expose him to the criticisms of a motly array of inspectors and judges—the work has few attractions for young men. Most of them in his county prefer other employments, and the result is the impaired standing of the winter schools, which are entered by many teachers with less than a week's notice, and with no definite results in view.

Yet the number of zealous, well-informed teachers, male and female, is slowly increasing, and the outlook for future progress is encouraging. There is an increasing desire on the part of the people to secure the best qualified teachers, and to give them permanent employment. Some female teachers are now constantly employed, and more will be when their merits are better known.

Those who are recommended by the superintendent give entire satisfaction, and thereby the confidence of the people in the present system of superintendency is increased.

Four new school-houses were erected in the county during the year, and the superintendent made special effort to have them suitable for their purpose.

In a large number of districts the time of holding the annual meeting has been changed to the last Monday of August.

Many are arranging to have fall, winter and spring terms of school, and thus to avoid a mid-summer term.

He is satisfied there is improvement in regularity of attendance and in the matter of tardiness, attributable to the improved condition or resources of the people, and to a growing appreciation of school privileges.

Another evidence of progress was the good attendance at the Normal Institute, held at Richland Center in August. There was an enrollment of 117 members, and an average attendance during the four weeks of 74½. This was a larger attendance than at any previous one, and good results are confidently anticipated.

For three years, monthly reports from teachers were required, but, during the past year, term reports were prescribed instead.

Of 386 applicants for certificates, 234 were licensed, 3 receiving

certificates of the first grade, 10 of the second, 196 of the third, and 25 limited. As there are only 128 schools, there may appear to be a large surplus of legally qualified teachers, but where to draw the dividing line that shall separate the chosen from the rejected is a difficult task. If a knowledge of school studies were a safe criterion to measure a working teacher by, it would be more easy.

There should be a greater uniformity in methods of examination. The Superintendent holds it necessary that a teacher should be examined in the county in which he wishes to teach, and says that appeals to him to "indorse" will continue to be in vain.

He recommends the township as better than the present district system, but says the people are opposed to any change. They see, in the proposed system, greater cost than in the present one, and the management of schools put into the hands of a few. These appear to their minds formidable objections. The liberal consideration of "the greatest good to the greatest number" will not be readily entertained by those districts having good houses, light taxes, etc. This spirit of selfishness would render it very unpleasant for any citizen to be instrumental in procuring the change. The township plan is conceded, by educational men, to be the better one, and the legislature should make the change obligatory, and he trusts it will have the wisdom and boldness to do so.

If the change cannot be made, then it would be an advantage to our educational interests to pay district officers for their services.

He thinks the entire support of the schools should come from the state. The local burden of taxation to support a five months' school is, in some districts, no light one. The result is poor schools and poor buildings. The property of the state ought to educate the children of the state, and the income of the school fund should be supplemented by a state tax. The poor, feeble district, whose wealth is its children, ought not to be made to bear so much of the burden.

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## ST. CROIX COUNTY.

FRANK P. CHAPMAN, SUPERINTENDENT.

Refers to the incompleteness of town clerks' reports. Only very few district clerks are paid for their services, and hence their negligence. Thinks a law should be passed to remedy this.

The teachers of the county are in general alive to the importance of their work. They are, however, laboring under a great difficulty in not having preparatory schools to attend—there being only one such in the county. This difficulty will be removed as soon as the Normal School, now in process of erection at River Falls, is in successful operation.

The Teachers' Institute, held in the spring under the supervision of Prof. Salisbury, was a source of great profit.

School-houses are generally in good condition. A few fine ones have been erected during the past year, and two have been condemned.

The Superintendent aided 15 districts in procuring maps, and also saw that nearly every district was supplied with dictionaries and constitutions.

Has examined since January 1st, 152 applicants. Of these, 4 received first grade certificates, 13 second grade, and 83 third grade, in all 100. The county is in great need of male teachers, who are thorough scholars.

Has urged upon the teachers the necessity of more thorough instruction in orthoepy and penmanship—branches sadly neglected. In the future, will consider it a good cause for removal, if teachers do not instruct in these branches.

It is sad to contemplate the fact that less than 60 per cent. of the school children of this county have attended school during the past year. Hitherto he has been opposed to compulsory education, but a thorough examination of the statistics of non-attendance in the different states, has led him to the conclusion that there should be appropriate legislation to remedy this great evil.

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## WASHINGTON COUNTY.

FRED. REGENFUSS, SUPERINTENDENT.

Reports that the schools, as a whole, are making progress. Several in the county may be regarded as models, and are entitled to rank among the best in the state. Many districts are repairing their school-houses or building new ones, and furnishing them with outline maps and good comfortable seats. In many places, also, some of the higher branches are taught, and teachers holding second and first grade certificates employed.

Want of punctuality and regular attendance is a great evil on the part of scholars yet to be remedied. Is not without hope that a remedy will be applied.

In his visits among the schools, has been heartily welcomed by all, and his suggestions to teachers and district boards in relation to improvements have been kindly received, and a generally progressive disposition has been manifested.

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## WINNEBAGO COUNTY.

C. W. ROBY, SUPERINTENDENT.

Refers to inaccuracy in district reports, and believes the only way to remedy the evil, is to fairly pay district officers for their time. The following is quoted from the special report of Mr. Julius Ulrich, of Winneconne, one of the most faithful and intelligent town clerks: "The financial reports of several districts are absolutely wrong, and I was obliged to correct them as best I could. I am fully convinced that we have more than fifty persons in this town who cannot even read or write their names, yet but five are reported. The number of visits of the county superintendent is reported by only three districts, and if our school-houses will accommodate 750 pupils, then a two-gallon cask will contain 300 mackerel. Ventilation is not understood by any clerk, and the whole report will approximate guess-work. We will never have accuracy until competent men are elected as district clerks and paid for their work."

The zeal and interest heretofore shown in the schools are not in the least abating, and as a whole, the schools are making progress in the right direction. The county has a good reputation for paying its teachers liberally, and as a result an older and better class find employment there.

"Theory of Teaching," and "Art of Teaching," are held as separate matters. The rank in the latter is not placed upon the certificate until the superintendent has examined the work done in the school-room. Upon the scale of 10,  $8\frac{1}{2}$  or above means good;  $7\frac{1}{2}$  or 8, ordinary; 7 or below, poor. When poor, or not marked, district boards are advised to draw the contract subject to amendment on a week's notice.

The interest manifested in the county associations by teachers

and others interested in education is very commendable. Promptness and enthusiasm are the rule. The interchange of ideas on leading topics connected with the work produces beneficial results plainly to be seen. The County Teachers' Association is regarded as second to none in any county of the state. Much of the prosperity is due to the persistent and laudable efforts of the preceding superintendent, Prof. H. A. Hobart.

About 30 of the county schools have three terms in the year, a fall and a spring term, instead of a long summer term. This plan works admirably and it will be the superintendent's aim to induce more to adopt it.

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## WOOD COUNTY.

C. L. POWERS, SUPERINTENDENT.

Reports great progress made in educational matters in the county during the past year, and a growing interest therein on the part of school officers and people. The teachers are striving for a higher standard of excellence.

Cordially endorses the suggestion that the school law be amended so as to provide for the annual examinations to be held in the fall supplemented by examinations in the spring;—certificates to be in force only until the next annual examination, and designed solely to fill vacancies that may exist in the teaching force available for the summer schools.

A successful institute was held at Grand Rapids, commencing March 30, 1874, and continuing four days. From it the teachers carried with them into their summer schools new ideas and methods of teaching, and all fully realized the benefits of the institute work.

The annual reports of town clerks are very unsatisfactory in some things, and especially in regard to finances. Many districts are reported as paying out hundreds of dollars more than have been in the treasury, and still a balance on hand. Others keep no separate accounts of the different funds, and all moneys received are accounted for in the column "From all other Sources." Some districts report, as paid out of the treasury, the amount of orders issued, and altogether the financial statement is "confusion worse confounded."

Many of the districts reported nothing for the column of attendance and few were entirely correct in all particulars. Statistics of attendance and ages of pupils attending school have been guessed at, in a measure, by many clerks, if given at all.

A system of monthly reports has been adopted which gives all the important facts in reference to the school work, and all the statistics needed for the annual report that can be obtained from the school register.

**TEXT BOOKS.**—There can be found in the county, and, indeed, in many schools, nearly all varieties of text books. There is nothing like uniformity, while many schools have not half enough books of *all* kinds. Some districts have expressed a determination to adopt a uniform series of books, and raise by taxation the necessary funds to procure them. But about one-third of the schools are provided with outline maps, and nearly all are sadly deficient in blackboards. There seems, however, to be a desire on the part of school officers to remedy these matters, and I hope to make a more satisfactory report of them next year.

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### MILWAUKEE COUNTY—FIRST DISTRICT.

THOMAS O'HERRIN, SUPERINTENDENT.

Reports most of the school-houses destitute of *good* blackboards. Ten of the thirty-five schools of the district are destitute of outline maps, charts, etc. Other evils are the rude construction and improper arrangement of benches and desks, and want of means for needed ventilation.

Regrets that so many of the schools have insufficient play grounds. Only five out of the thirty-five reported as having an acre. Thinks the school grounds should be neatly inclosed with a good fence and be ornamented with shade trees.

An institute was held in September. Regards institutes as indispensable to the progress of the schools. The law should make them more effectual by compelling attendance of teachers.

Of 4,179 children of school age in the district, 2,206 were reported as attending school during the year, and 1,973 as not having attended. What wonder that compulsory education has many advocates among earnest men, to whom the acknowledged principle that "the



safety of the state depends upon the proper education of the youth," is not a stale platitude, but an eternal, vital truth, which Republics cannot safely ignore!

The district had many good, energetic teachers, who are alive to the responsibilities of their profession, but it cannot be denied that there are too many whose efficiency is much impaired by a slavish use of the text-book in hearing recitations, and too many who make little or no use of the blackboard, outline maps, etc.

There were held five public examinations, with about seventy applicants. Certificates were granted to 55, as follows: 5 of the second grade, 35 of the third grade, and 15 limited.

The condition of the schools, as a whole, is prosperous.

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## LA FAYETTE COUNTY.

J. G. KNIGHT, SUPERINTENDENT.

Refers to tardiness and inaccuracy of the reports from town clerks. Can readily see that his own report must be imperfect in many respects, particularly in relation to statistics, general and financial.

The number of certificates issued is evidence of industry, if not of good judgment. However, 135 were issued last fall, from September to January 1st, by the previous Superintendent, of which there were 25 first grade and some 48 second grade. This leaves, as issued by him during the present year, 121. Of these, 3 were first and 6 second grade.

At date of report had just closed the best attended and most interesting Teachers' Institute ever held in the county.

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## LA CROSSE COUNTY.

S. W. LEETE, SUPERINTENDENT.

Reports a visible improvement in the schools. The Institutes at West Salem, in the spring of the years 1873 and 1874, were productive of great good.

There is no longer any real need of licenses and limited certifi-

cates in that county, and it was last spring advertised they would no longer be granted. There is a larger number of permanent professional teachers than ever before.

The improvement in the graded school in the village of Bangor, is especially worthy of note. The graded school in West Salem, the largest and perhaps the most important in the county, is in a prosperous condition, with well paid, efficient teachers.

Two or three districts in the county have taken steps toward erecting new school-houses within the next two years. One thing is as yet sadly neglected, and that is the surroundings of the school-houses. Out buildings and fences, where the school-yard is fenced, are in a very poor condition.

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## JACKSON COUNTY.

S. P. MARSH, SUPERINTENDENT.

Thinks he can truly say the condition of the public schools of the county is prosperous. By being somewhat particular in examination, and by raising the standard of qualification, "make-believes" have been retired from the field, and good teachers encouraged.

A large number of school-houses are not what they should be. Some fair buildings, but the most are poorly seated. Very few supplied with outline maps, charts, and, the most essential of all, good blackboards. But the people are beginning to realize the need of better buildings. The high school building at Black River Falls is an ornament to the county.

Is convinced that the Normal Institute held at Black River Falls in July and August, accomplished a good work for the teachers of the county.

Intends to organize town teachers' associations during the coming winter.

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## GREEN COUNTY.

D. H. MORGAN, SUPERINTENDENT,

Refers to the inaccuracy of the district reports. Being convinced that no reliance could be placed upon the returns of the clerks, he

put blanks into the hands of the teachers to fill and forward with their monthly reports. Found that over 92 per cent. of those between 15 and 20 years attended the winter schools, and were it not a custom among some German citizens to take their children from school at an early age, the per cent. would be much greater.

Proposes to have a meeting of the town clerks about October 1, 1875, when their reports will be handed in, and mutual aid given, to have them as correct as possible.

Reports the supply of first class teachers small, and the demand for them never so great. Has been called on by more district boards than at any previous time, for teachers whom he could recommend.

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## BUFFALO COUNTY.

L. KESSINGER, SUPERINTENDENT.

District and town clerks' reports more reliable than hitherto, although by no means entirely correct.

Pronounces schools and teachers still in a progressive condition. Though certificates of the two higher grades do not increase in number, the average standing in the third grade has considerably improved. Many young teachers are necessarily still employed, but the standard not being accommodated to them, they are induced to exertion to obtain certificates. This may be the reason for the unexpectedly large attendance at the Institute—70 against 50 last year,—and for the interest and earnestness characterizing its members. Thinks the Institute was of great service to all.

At the time of visiting each school, duplicate reports of its condition are made out on blanks prepared for the purpose, one of which is given to the teacher to be handed to the district clerk, and the other preserved by the Superintendent for reference. This report gives both teacher and district a tolerably good idea of how the Superintendent found the schools, what reforms need attention, etc.

Some new school houses have this year taken the place of old ones, and they are in almost every instance creditable structures. Some districts with houses that should be replaced with new ones, rail at the Superintendent for doing his duty in urging the change.

## IOWA COUNTY.

WM. H. PECK, SUPERINTENDENT,

Has visited 60 schools since the first of January. Finds the chief failure of teachers is in maintaining good order. Many teachers, otherwise well qualified, fail of success on this account.

It has been customary, and to some extent still is, for school officers to hire relations or special friends — a custom the superintendent has done all he could to discourage.

This fall there appears to be a greater demand than usual for experienced teachers. If districts would vote more money the demand could be supplied at home, as a large number of the best teachers have become disgusted and quit teaching, owing to lack of remuneration. Three new school houses have been erected and several repaired or enlarged during the past year. In a country district, in Dodgeville, a new house costing \$800, has been erected to take the place of one burned. (It seems a pity that fire wouldn't consume several worthless school buildings still left.) In three districts in the county, the people have failed to maintain school for five months.

There has been one institute held at Dodgeville, attended by sixty-five teachers, and ably conducted by Prof. McGregor. It is proposed to hold another in Moscow, during the latter part of November.

No town has, as yet, tried the township system.

## MARQUETTE COUNTY.

H. M. OLDER, SUPERINTENDENT.

Reports that, although meeting with many discouragements, he is glad to be able to point to many noticeable improvements.

Of 56 school houses, 13 would be an ornament to any county. Two new school houses are in process of erection. A much larger amount has this year been voted for repairs than in any previous year; and many buildings are being re-seated, and made generally more comfortable for the winter term. This improvement, he thinks, is partially due to his efforts in personally advising district

boards, and in presenting to the people through the county papers and in a public address the needs of the schools.

Another improvement has grown out of the law allowing district boards to appropriate \$75 annually for school apparatus. A large number of school-houses are now furnished with outline maps, globes, writing charts, numerical and reading frames, etc.

An increased interest is reported in Institutes and Associations. During the year ending August 31, 1873, there was held one Institute of five days. During the year ending August 31, 1874, there were 25 days' Institute work, shared in by 60 per cent. of the teachers, and 40 days work has been given this year, which will more properly go into the report of next year.

A corresponding advance in the qualifications of teachers has been noted. The standard for certificates has been raised, yet the scholarship of applicants has advanced in a greater ratio.

Regrets to report no improvement in town and district clerks. reports are very unreliable, and will be so until they are paid for their work and made responsible for all public money lost by their carelessness.

Of 3,543 children of school age, only 2,095 attended school during the year, leaving 1,448, or nearly one-third, that did not attend at all. The Superintendent thinks this a great wrong that can be remedied only by educating the parents, or by a compulsory law from the legislature. He also thinks the percentage of attendance would be increased by increasing the legal minimum of 100 school days, there being a direct correspondence between such percentage and the number of days the school annually continues.

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## BROWN COUNTY.

M. H. LYNCH, SUPERINTENDENT.

Declares the statistical portion of his annual report very unreliable from the imperfect returns of town clerks, who often give barely the facts necessary to draw public money.

Reports the condition of the schools as prosperous. During the past year, 12 new school-buildings have been erected and neatly furnished. The greater portion of the teachers retain their posi-

tions. The teachers, as a class, perform their work with marked ability and faithfulness. Two very successful Institutes have been held.

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## SAUK COUTY.

JAS. T. LUNN, SUPERINTENDENT.

Nearly one-third of the children of school age in this county are reported by the town clerk as not attending any public school. Some are probably not reported who should be, and some are attending private or high schools, but there yet remains nearly one-fourth of the whole number as non-attendants. Of those who did attend school, the average attendance is but one-half the average time schools were in session, while for all the children of school age the average attendance is but one-third the average time schools were in session. What is the use of decrying our school system when the public will allow it to produce but one-third of what it is capable of producing?

In many localities, there is a willingness to have only enough schooling to entitle the district to a share in the annual distribution of the public moneys, and one district is found which maintained school but four months during the past year.

In contrast with these elements of discouragement, he is glad to note the willingness of the people to be taxed for school purposes; the building of new school houses—four within the year; the refurnishing of old houses with new seats; the purchase of more charts, maps, globes and blackboards; an increased desire for better qualified teachers, and the willingness of teachers to attend the associations and institutes in order to render themselves more efficient in school work.

Frequent requests for private examinations and for the endorsement of certificates issued in other counties, meet the decided disapproval of the superintendent. Endorsements he has declined to give.

Owing to the infrequency of school visits by the superintendent in so large a county, the need of local supervision by district boards and parents is the more imperative. The law now provides "that it shall be the duty of district boards to visit the schools under their care, to examine the schools and counsel the teachers." This,

however, is seldom done; some district officers do not visit their schools during their three years' term.

Two Institutes were held during the year, respectively two and four weeks in length, and both well attended. There seemed to be much interest centered in these, and great good was derived by those who attended with the intention of working to learn.

This criticism, however, upon the Institute work is made, that there is an attempt to teach too much and to teach it too minutely.

**LIBRARIES.**—In the district libraries of the county there are 906 volumes; the largest number being in the Sauk City district. It seems to me, says the superintendent, that this means of diffusing sound, popular information does not receive the attention to which its merits entitle it. Our schools are by some supposed to be for the purpose of filling the pupils' minds with all knowledge; whereas they are really but the means to enable the pupil to acquire information through future life. Few families are possessed of a library, however small, and in many cases where they have one, the books are of a character that may injure, rather than benefit the reader. We have thousands of young people from ten to twenty years of age who, for lack of anything else to do, spend their evenings away from home in loafing, gossiping, playing games of chance, and laying the foundations of a dissipated life. Some of this class would read, if they could procure books suited to their ages, tastes and qualifications. District libraries, if properly handled, and composed of suitable books, seem to offer a very feasible means of providing a reliable source of information for a whole neighborhood. One objection to the present plan of single district libraries is, a stock of books likely to be provided by a country district, would soon be read and then the books would lie as useless material and be treated accordingly. I would rather a scheme could be provided that would establish a central town or county depository, from which districts furnishing a certain quota of money or books could temporarily draw, thus practically forming a town or county circulating library.

In conclusion, it may be said, that although our schools are executing no startling or dazzling educational movements, there is no great cause for discouragement. The work done is of an elementary, unostentatious character, requiring time for its fruition. That they have in the twenty-five years settlement of this county, grown from nothing to their present proportions, is a harbinger for their

accomplishing more when they reach the higher plane to which we should labor to elevate them.

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## WAUSHARA COUNTY.

THEO. S. CHIPMAN, SUPERINTENDENT.

From this county numerous improvements in school buildings are reported. Five new buildings have been erected, two of superior character, and nine have been variously improved. Of these latter, two have been papered. The Superintendent says that the plan of papering school-houses is a good one, and should be generally adopted.

Two Normal Institutes are reported, conducted by the Superintendent, who was assisted by local teachers of experience. Thirty days were devoted to general instruction, class recitations and discussions upon the common branches. The exercises during the succeeding and last five days of the term, were conducted by the state, and related to methods of teaching.

Two select school terms are reported, one in the spring and the other in the fall, with average attendance of about thirty-five, nearly one-half of whom were teachers. Some of the teachers in the eastern part of the county also attended the Berlin Institute in August. Teachers' Associations and meetings have been quite regularly held in Waushara and adjoining counties.

Of the 172 certificates issued during the year, 17 were to females 16 years of age, 13 to females 17 years of age, and the rest, 142, to persons 18 years and over. Certificates were withheld from some applicants 16 years old, though reaching the required standard in all branches.

In March, a circular was issued to district clerks, containing the name, grade and post-office address of each person holding a certificate in the county.

The county furnished three pupils to the Oshkosh Normal School.



## CLARK COUNTY.

E. J. SAWYER, SUPERINTENDENT.

Clark county is reported as not asleep, but thoroughly awake to her own interest in educational matters. The past year has added to the county thirteen new districts, with school-houses valued at nearly \$20,000. Several old buildings have given way to new ones, and nearly \$1,000 worth of apparatus has been purchased. The increase in the number of children of school age is 282. A large brick school-house at Neillsville is now nearly completed, which is well arranged, and will accommodate about 300 scholars.

The institute at that place in April was in every respect a success, the teachers being well pleased with the benefit it imparted to them.

The superintendent has made his calls upon the schools informal, and as practical as possible.

At the fine examination held in the spring, there were fifty-seven applicants, thirty-six of whom received certificates. Eighteen private examinations were held.

## CRAWFORD COUNTY.

THOMAS L. REDLON, SUPERINTENDENT.

Has examined during the year 241 applicants, and granted 150 certificates of full grade, and six half year certificates. Has also licensed eight on the recommendation of district boards, a practice, however, which he has discontinued, and thinks ought to be entirely abandoned.

Does not grant a certificate to any applicant under 16 years of age, and thinks there should be a law fixing a limit of age, under which limit certificates could not be granted. Thinks 17 years should be the limit. The pernicious effects of placing very young persons in charge of schools are plainly to be seen, for even if not defective in learning, they are defective in judgment and the ability to govern.

Of the 97 school-houses in the county, he does not think that over one-fourth are fit to be called by that name. Thinks that the

power of condemning school houses ought to be left wholly with the county superintendent, as he finds it difficult to secure the cooperation of the chairman of any town board in condemning a building that the same chairman would not use as a stall for his horses.

Thinks the penuriousness that prevents the building of suitable school houses, and the employment of competent teachers, is very injurious. As the common school is the place where the characters of at least seven-eighths of the rising generation are molded, principles of refinement, truth and good morals ought there to be inculcated by the surroundings.

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### DANE COUNTY—SECOND DISTRICT.

M. S. FRAWLEY, SUPERINTENDENT.

Reports four new school-houses erected during the year. Several others have been improved and supplied with maps, apparatus, and other appliances for teaching. Has occasionally seen a globe ornamenting a desk, but has rarely found one in use. Expects to have these aids properly used in the course of the present year. Many of the school grounds have been fenced, planted with shade trees, and otherwise rendered attractive; but there is still much room for improvement in this direction.

Has held 16 public examinations, examined 512 applicants, and issued 286 certificates. It has been the aim to submit questions, the answers to which will require the exercise of thought and judgment—those involving a knowledge of principles. Has aimed to make the examinations a thorough test of scholastic ability and a sifting out of those lacking the requisites for success in teaching.

The instruction given in many of our schools is excellent, yet in some instances the parsimony of districts precludes real progress. The salary offered is not enough to insure the services of good teachers. It is recommended that teachers of character and ability should be sought after, and, so far as possible, their services retained from year to year.

The publication of a paper devoted entirely to the interests of the schools of the county, has been commenced at Black Earth. Its mission is to diffuse knowledge, awaken public sentiment and instill new vigor into the schools.

There are two teachers' Associations in the district, which have held several meetings during the year. In these gatherings, class drill has been given, papers for general information and instruction read, and practical questions that pertain to the teacher's work discussed. Teachers are thus taught to question topically and systematically, to teach with more life and energy; and scholars are, in consequence, taught to study subjects minutely and with better results. The best teachers habitually attend these meetings, gather strength and enthusiasm, are stimulated to renewed and better directed energy, and leave their impress upon their schools. They have thus proved to be an active and powerful agency in advancing the condition of our schools, and in creating an interest among the people generally.

Has sought to make his visits to schools as informal, instructive and practical as possible. After noticing the condition and needs of a school, the methods of instruction employed, and the advancement made, the Superintendent usually takes charge of the school, examines the different classes, endeavors to exemplify how, in his opinion, the lesson or subject should be taught, taking especial pains to impress upon the minds of teacher and pupils the importance of well prepared lessons, and of thorough and practical teaching. From the results visible, he believes this is a potent means for the improvement of the schools.

An Institute of five days was held in April, at Mazomanie. This was largely attended, and a source of great profit to the teachers attending. Many were convinced that their teaching heretofore had been too bookish, deficient in method, and devoid of zest, and have determined to make persistent efforts to improve their qualifications. Many of the summer schools showed the practical results of the good work then done.

In general, evidences of educational improvement are perceptible in the county. The schools are more efficient, and there is greater willingness to employ better teachers and pay higher wages.

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## EAU CLAIRE COUNTY.

J. F. ELLIS, SUPERINTENDENT.

Calls attention to the statistical portions of his annual report for

the purpose of making an apology for their inaccuracy. It is impossible for an officer to make accurate reports unless he has control of the sources from which the body of his report comes. Suggests as a means of correcting errors in the future, that the blanks for the town and district clerks be sent direct to the superintendent, that he may communicate with officers of the districts and towns from which reports of greatest inaccuracy come, rendering such help and suggestions as are needed. Inaccuracies may be seen by looking at any county superintendent's report critically, but the sources are not seen, because the district reports from each town are consolidated and sent in by the superintendent as the report of each town only. Knowing by his file of reports where the errors in them are, by a few suggestions sent out with the blanks he can help the clerk to correct any repetition of such errors.

The report on illiteracy, as given, is inaccurate and entirely useless for the purposes intended.

Finds a great diversity among the regulations of different superintendents for conducting examinations and granting certificates. Suggests that a general system be adopted in relation to the methods pursued, the questions used and the percentage of attainment required, both special and average—so that the examination of teachers may be as nearly uniform as possible throughout the state.

Also suggests the wisdom of a uniform rule in regard to granting limited certificates. The responsibility of granting or refusing them, usually rests with the superintendent, while the district boards are really the responsible parties. He gives a limited certificate only on written request from the board.

In visiting schools, besides carefully inspecting the school property, he requests the teacher to conduct recitations in those branches first, in which he showed the least knowledge at examination. The percentage in examinations being lowest in reading, he has given nearly all his time to the examination of methods pursued in teaching this subject and in criticising errors therein.

The superintendent further says, that as he found no records or other sources of information to guide him in his duties, he was obliged to begin as though he was the first incumbent of the office, and rely entirely upon his own judgment as to what was necessary for the best interests of the schools. He therefore suggests that records be made of everything of importance to the teachers, schools

and superintendents, so that successive incumbents may be less embarrassed in entering upon the work, and the work itself be consequently less tentative in character.

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FOND DU LAC COUNTY—SECOND DISTRICT.

JAMES J. KELLY, SUPERINTENDENT.

In this district there are 79 school districts, in each of which a school has been maintained at least five months during the year.

Five examinations were held during the year. The number was 234, of whom 161 were licensed and 73 rejected. Two or more days were given to each examination, and each applicant was required to answer the questions both in writing and orally. Thinks it impossible to conduct an examination satisfactorily within the limits of one day. Maintains also that as the advancement of the schools depends almost entirely upon the qualifications of the teachers, superintendents should be very careful to license only those who are thoroughly qualified. To this matter he has given much attention.

Thinks it but simple justice to say that the teachers under his supervision are laboring earnestly and faithfully in their profession. They are constantly improving themselves by attending the Normal Schools or other seminaries of learning, and the fruit of their labor is discernible in their increased power as teachers.

But some of the most efficient ones are discouraged by a lack of sympathy on the part of the people, and by the small pittance offered for their services. The people complain of the stringency of the times, and endeavor to procure teachers at very low wages, and maintain school for only a few months in the year. This course drives the ablest teachers into other employments, more remunerative, and leaves the schools to be conducted by a corps of young and inefficient instructors.

An Institute of one week was held in September, conducted by Prof. Graham. There was an enrollment of 106 members, the discipline was excellent, and the session resulted in much good to all present.

Has visited 73 different schools during the year, and made 144

visits in all, doing all in his power to help teachers, and to incline pupils to correct existing evils.

While much has been accomplished in different directions to promote the welfare of the schools, there remains a vast amount of labor yet to be performed to remove all obstacles that hinder their perfect work.

# REPORTS OF CITY SUPERINTENDENTS.

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## BELOIT.

FAYETTE ROYCE, SUPERINTENDENT.

In your official instructions to Superintendents of cities, you request any items of general interest concerning the public schools under their charge, to be reported to you, besides the usual annual report.

I am glad to be enabled to report that the organization of our school system is assuming a clearer and more emphatic shape. Under the leadership of Prof. C. G. G. Paine (late of Chicago) as Principal, and Misses Frances A. Lewis, Sarah A. Smith and Lilla C. Redington as assistants, our handsome and commodious high school building is filled with 160 scholars of an excellent class and character.

Many of these students come from the surrounding towns, and pay a tuition fee of \$20 per annum. These last are earnest and laborious in their application to study and evidently mean business. They exercise a favorable influence on the school and increase its spirit of progress perceptibly.

The course of study is arranged as follows:

Prof. Paine, teacher of Greek Latin and Mental Science. Miss Lewis, Drawing, Latin and the higher Mathematics. Miss Smith, Vocal Music and the German and French languages. Miss Redington, the English branches and the Natural Sciences.

Our school board has determined to introduce the study of Vocal Music and Drawing in all the departments of the public schools. The thorough methods of Boston and Chicago are being followed, under the direction of a competent teacher, under whose care the pupils will be taught to sing from the written notes; to read music at sight, of a suitable character for their different grades in the schools.

In the teaching of Drawing, the system of Krusi has been adopted—a simple and clear method, under which any child of moderate ability can learn the art.

The German and French languages are taught conversationally, under a teacher (Miss S. A. Smith), who has been educated in Europe. The manuals used are the simple and excellent ones of Ahn. Over forty students attend the German classes.

We hope to make our High School a place where a fine degree of culture can be obtained by all earnest students, in the classics, the modern languages, music, drawing, mathematics and the natural sciences; and the prospect is highly encouraging. Our new high school building is situated on a beautiful plot of seven acres, lying in a central part of the city on the west bank of Rock river; and is pleasantly adorned with trees and shrubbery, and commanding fine views of the surrounding country. The janitor lives in a house on the premises, and has special charge of the buildings and grounds.

In the eastern section of our city, a handsome ward school, capable of seating four hundred scholars, will be built, as soon as the necessary legislation can be obtained.

The sentiment of our community is strongly in favor of the school board carrying out a thorough and elevated system of education; justly thinking it is a false economy to stunt and cripple this most vital interest. The schools are looked upon as the foundation of the whole social fabric, which must be made broad and strong, and abiding.

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## BERLIN.

N. M. DODSON, SUPERINTENDENT.

I am very happy to be able to report that the schools of the city of Berlin are in a very prosperous condition. The interest of our citizens is increasing, rather than abating, and with growing numbers, and a course of study slightly changing from year to year as experience dictates, we feel that we are doing good work in the cause of public education.

One new school, a primary department, has been organized for the new year. For all departments we have abundant room, well



seated and heated, with plenty of blackboard room. We are adding apparatus from time to time, but still greatly need large additions. Our cabinet of natural history has grown very much under the care of Mr. King, and now contains many specimens of great interest.

Our library has been largely added to and made more open to the public, who have availed themselves largely of its advantages.

We have been fortunate, for many years, in the selection of teachers, and have pursued the policy of retaining every one as long as possible. When we have been unable to avoid changes in the higher departments, we have felt that our standard must now be lowered, that we could not reasonably expect to entirely fill the places vacated. But so far, we have found, after a few weeks, that the new teacher had adopted the best features of the old and had some new ideas that increased the efficiency of the school, so that, thus far, we have steadily improved, with no discouraging failures.

The standing of our schools is so good at home, that for years no scholar has left our city for instruction in any branches within our course, while a large and steadily increasing number are constantly with us from abroad.

We have kept very free from sectarian and all other ill feeling. Protestant and Catholic, Jew and Enlightened Heathen, vlike coöperate with us in building up a thorough school system.

With the single exception of a small German school for the children of German parents who desire their children to first speak, read and write that language, no attempt has been made for years to keep up an independent school.

We have a large and steadily increasing population of Germans and Poles, who but slowly learn their rights and privileges. To aid them we have sent a sort of missionary to look up all children of proper school age, and explain to parents, especially explaining that no pay was required. We are amply rewarded in increased numbers, and it is wonderful how the dull eye and stolid face become bright and radiant with expression after a few months of school life.

I suggest that it should be the duty of some school officer in every school district to look after every child of school age and make a personal effort to secure attendance. This is, perhaps, the best substitute for the compulsory law which it seems we are not to have soon.

The Institute held here in August by Prof. Graham and Mr.

Barnes, was a great success. The very anxiety of teachers to accomplish a great deal, leads them away from first principles and from exactness in teaching common things. No one can so well recall them as Prof. Graham. Mr. Barnes is a very pleasing and thorough teacher. We shall be very happy if we can have their services about the same time next summer.

Our teachers have for several years held teachers' meetings on Saturday forenoons. They now meet every alternate Saturday, spending the whole day in Institute work, etc., having the co-operation of teachers from the surrounding districts. The meetings are profitable to all concerned.

Our last graduating class from the high school numbered fifteen, and our whole number seventy, most of whom have engaged in teaching, and we believe have been eminently successful.

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## JANESVILLE.

L. J. BARROWS, CLERK OF THE BOARD OF EDUCATION.

The present condition of the city schools has never been excelled in efficiency, and it is the uniform testimony of intelligent citizens that the schools are doing excellent service for their children. The attitude of the mass of people towards the schools is known to be friendly, and their friendliness has resulted from the persistence of the authorities in making the schools essentially places for honest, earnest study of the elements of citizenship. His Honor, the Mayor, Henry Merrill, was pleased to say in his inaugural last April:

"I wish to call your attention (common council) to the present excellent condition of our public schools, and to suggest to you the necessity of maintaining them by both moral and material support. I find the average age of the pupils to be a small fraction over eleven years, including the attendance of the high school. We certainly do not want our children thrown upon the street at a still earlier age, which would be the case if a less efficient policy should be inaugurated. If we are to have industrious, law-abiding citizens, it must be by the healthy influence of our public schools."

To keep the children in school for a longer term, if done at a greater expense even than that now incurred, would be justified in the light of the average age of the present pupils. This average

age, eleven and two-tenths years, alone constitutes an unanswerable argument in favor of greatly increased efforts to improve the schools, until by the force of an intelligent public sentiment, the continuance in school shall be greatly increased. Most citizens depend wholly upon public schools for educating their children. Comparatively few children will acquire the rudiments of education unless the state furnishes the opportunity. How important it is then for society, for prosperity, for human happiness in every sense, in the present complications of society, to insure ample means for educating all children, so that society's very existence shall be no doubtful question, and so that its political and eleemosynary functions shall be so performed that any locality shall justly feel that at least it has done its whole duty up the average of all the communities in the land.

By the thoughtful citizen it is readily understood that our schools are settled upon a definite policy, and the pupils, teachers and board of education have become identified with a wholesome management. Any violent change in that management can only be interpreted as an effort to get results by a different means, and different means, in turn, call for disorganization of that which has cost time and money. Any radical change in the management, by way of reduced salaries, implying, as it must, a general change of teachers, must be attended by guarantees of less wholesome results than now, and it may be understood that a revolution of school management consumes from one to three years in again settling to business; and it may also be understood that the present school regimen was purchased within five years at just such an expense as must follow a change now, and it is a very simple matter to determine how many such school revolutions any city can tolerate in a decade, and to judge therefrom how many years will elapse before a city will compare unfavorably with her neighbors in the product of citizens. It is patent that "the enactments of folly are precipitate and easy, while the revolutions of wisdom are slow and difficult."

The Board of Education asked for \$13,600 tax levy for the support of the schools for 1874-75, but the common council voted to levy but \$10,000. The board has decided to have but seven months of school in the next school year.

The school buildings, five in number, are either new or are in perfect repair, and are well distributed for the accommodation of children.

The following summary shows the growth of the school in important particulars, since 1869:

*Per cent. regular attendance.*

1869-70.....	89.2
1870-71.....	92.4
1871-72.....	93.2
1872-73.....	92.4
1873-74.....	94.8

*Per cent. Prompt attendance.*

1869-70.....	87.4
1870-71.....	90.1
1871-72.....	90.6
1872-73.....	90.4
1873-74.....	90.7

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## LA CROSSE.

J. W. WESTON, SUPERINTENDENT.

I herewith present my annual report for the present school year. Some of the statistics are not such as I would desire, but a careful examination of them will show that we are making some advancement.

During the past two years an earnest effort has been made in this city to establish a more complete grading of the schools, and to bring them to a higher standard of thoroughness and efficiency. Our board have brought a strong influence to bear upon teachers and pupils, and upon the parents themselves. They have adopted regulations more specific and direct than had existed before. The results of this action are seen in the larger attendance and the greater regularity and promptness of pupils, and the greater unanimity of feeling and effort on the part of the teachers.

Our statistics show a larger enrollment of pupils this year than last in proportion to the entire number of school children in the city, and the per cent. of attendance upon the enrollment is higher now than in previous years.

During the last few months, we think we have brought the evil of tardiness within reasonable bounds. For several months in succession, during the past school year, more than half of the school-rooms in the city had not a single case of tardiness.

I am of the opinion that our present corps of teachers is superior

in scholarship, in tact and in efficiency to any that has heretofore been employed in the schools of this city. The order, interest and enthusiasm in the school-room, and the deportment of pupils upon the school grounds and in the streets are enough, of themselves, to confirm my opinion above expressed concerning our teachers. A large number of them have realized the necessity of careful and thorough preparation for the work of the school-room — have taken a partial or entire course of instruction in the Normal schools, and are now testing, by actual work, the theories and principles with which their minds have been made familiar.

The management of the high school, now in charge of Prof. B. M. Reynolds, is quite satisfactory to the public at large. The classes there are instructed with faithfulness and a thoroughness that would do honor to higher seminaries. Every term is telling for the better. The pupils have more self possession, are more independent in thought and purpose, and are forming habits of application and study that will greatly aid them in their future course.

I would add, in this connection, that public sentiment now favors our schools to an extent that is well worthy of notice. The more thoughtful and considerate are beginning to distrust the wisdom of the policy of patronizing schools in distant parts of the country when the same knowledge and discipline can be secured at home at far less expense.

We feel that we have much to encourage us. Yet we would say nothing in boasting. The spirit of real improvement looks forward to a brighter and better future, rather than backward to the past, however auspicious or favorable it might have been. The points gained and the positions taken from the stern foe that assails us, have been gained and taken by hard, persistent effort.

And it is only as we are resolute and firm in the future, that we can win all the success to which, under the laws of nature and man, we are entitled.

# UNIVERSITY OF WISCONSIN.

## REORGANIZATION.

Chapter 114—General Laws of 1866.

SECTION 1. The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits; and to this end it shall consist of the following colleges, to-wit: 1st. The College of Arts; 2d. The College of Letters; 3d. Such professional and other colleges as from time to time may be added thereto or connected therewith.

SECTION 2. The College of Arts shall embrace courses of instruction in the mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics and engineering, mining and metallurgy, manufactures, architecture and commerce; in such branches included in the College of Letters as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits; and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts, shall be expanded into distinct colleges of the University, each with its own faculty and appropriate title.

SECTION 3. The College of Letters shall be co-existent with the College of Arts, and shall embrace a liberal course of instruction in languages, literature and philosophy, together with such courses or parts of courses in the College of Arts as the authorities of the University shall prescribe.

Amendment of 1867.

SECTION 4. The University shall be open to female as well as male students, under such regulations and restrictions as the Board of Regents may deem proper; and all able-bodied male students of the university, in whatever college, shall receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the state.

## BOARD OF REGENTS.

### STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,

*Ex-officio* Regent.

*Term expires first Monday in February, 1875.*

7th Con. Dis.,	-	-	ANGUS CAMERON	-	-	La Crosse.
5th - do	-	-	C. S. HAMILTON	-	-	Fond du Lac.
2d - do	-	-	J. C. GREGORY,	-	-	Madison.

*Term expires First Monday in February, 1876.*

State at Large	-	-	N. B. VAN SLYKE,	-	-	Madison.
8th Con. Dis.,	-	-	H. D. BARRON,	-	-	St. Croix Falls.
4th - do	-	-	J. R. BRIGHAM,	-	-	Milwaukee.

*Term expires First Monday in February, 1877.*

State at Large,	-	-	GEO. H. PAUL,	-	-	Milwaukee.
1st Cong. Dist.,	-	-	H. G. WINSLOW,	-	-	Racine.
3d - do	-	-	P. A. ORTON,	-	-	Darlington.
6th - do	-	-	THOS. B. CHYNOWETH,	-	-	Green Bay.

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### OFFICERS.

C. S. HAMILTON,  
PRESIDENT.

JOHN S. DEAN,  
SECRETARY.

STATE TREASURER,  
EX-OFFICIO TREASURER.

EXECUTIVE COMMITTEE,  
N. B. VAN SLYKE, J. C. GREGORY, GEO. H. PAUL.

FARM COMMITTEE,  
E. SEARING, P. A. ORTON, J. R. BRIGHAM.

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COMMITTEE ON LIBRARY, COURSE OF STUDY AND TEXT BOOKS.  
E. SEARING, H. G. WINSLOW, T. B. CHYNOWETH.

COMMITTEE ON LAW DEPARTMENT,  
J. C. GREGORY, P. A. ORTON, T. B. CHYNOWETH.

FARM SUPERINTENDENT,  
JOHN FERREY.

## ANNUAL REPORT OF THE BOARD OF REGENTS.

*To the Governor of Wisconsin:*

The Regents of the University respectfully report:

The past year has been one of substantial progress. The resignation of J. H. Twombly, as president, was accepted by the Regents on the 21st of January last. President John Bascom was invited to occupy the place, and entered on the discharge of his duties with the beginning of the spring term. The Regents are more than satisfied with the change, and do not hesitate to predict from it an effectual increase of good in the management of the University, and a far higher position for it among the colleges of the country.

Other changes have taken place in the faculty and teachers, which will be found by reference to the catalogue of the instructional force, making part of this report.

## REPAIRS.

During the summer vacation, the dormitories have been put in thorough repair, and the college grounds graded and much improved, and an addition made to the president's house. The farm house and other buildings have been repainted, and everything done to preserve all university property, that the means at the disposal of the Regents would admit.

In behalf of the Regents, I invite your attention, and, through you, the attention of the legislature, to the economy of expenditure of the university income. By reference to the treasurer's report, it will be seen that the total revenue of the University for the year ending June 30, 1874, was \$61,724.79, and that the sum justly chargeable as costs of disbursement of the above amount, is only the expenses of the Regents and the salary of the secretary of the board, averaging annually, less than \$700. It is not believed that greater economy in the careful disbursement of such a sum is within the reach of any board of managers. Not only has rigid economy been necessary, but it has been the basis of action of each member of the Board of Regents.

## LAND ENDOWMENT.

During the past fiscal year, the sales of university lands proper



have been 1,431 acres, realizing therefor the sum of \$3,757.43. In the same period, the sales of agricultural college lands have been 7,419 acres, for the sum of \$8,939.16. There remain unsold of university lands, 4,970 acres, and of agricultural college lands, 53,373 acres, a total of 58,343 acres. A considerable portion of these lands lie within the limits of the land grants of the Wisconsin Central and St. Croix Railroads, and are rapidly appreciating in value; but with the utter indifference that has characterized the action of our state legislature ever since these lands were given to the state, they are still in the market at minimum prices, and yearly, the best of those remaining are selected and purchased, and the profits that might accrue to the University by withholding the best from the market for a few years, are thrown away, and pass into the hands of speculators. Whenever effort has been made to procure from the legislature authority to withdraw any of our lands from market, it has met with sturdy opposition from the representatives of those counties in which the lands lie, on the ground that reservation from sale would retard settlement of the neighborhood. This objection would have force, if sale was made only to actual settlers; but it is notorious that the greater portion of sales since the land grants were made, have been to speculators, who hold the lands for the increased value, which, in simple justice, ought to inure to the University. In this way, a magnificent endowment, which, if husbanded, would have brought to the University hundreds of thousands of dollars, has been frittered away; and it is only just to claim that it is a sacred duty on the part of the state to make up to the University what has thus been lost. This duty of the state finds additional force, from the fact that the whole endowment of the University comes not from the state, but from the generosity of the Federal Government. Can the state do less than meet this generosity by the erection of such buildings as the growing wants of the University require? Thus far, it has erected but one building, the Female College. That building filled an actual want, without which no progress could have been made. All who know aught of the workings of the University have seen and acknowledged the wisdom of that appropriation. In the substantial growth and usefulness of the University, to keep pace with the growth of the state and the demands for a high grade of education, the time has now come when we must again come to the legislature for aid. A new building for all the purposes of pro-

gressive science has become an imperative necessity. The utter inadequacy of our present buildings to accommodate the classes, the need of more laboratory room, the discomfort of teachers and scholars, the failure to reach the best results because of such contracted quarters, and the indispensable necessity to enable us to accommodate the rapidly increasing students, all appeal for this most necessary aid. The Regents earnestly trust you will add the force of an executive appeal in your forthcoming message. With this and such needed help as may be necessary to supply the wants created by steady growth, the Regents feel encouraged to pledge a career of prosperity for the University that shall be a source of just pride to every citizen of the state; without it, our highest school must linger and stop on the threshold of a life which had before it the highest promise of usefulness and honor to the commonwealth.

#### BROAD CHARACTER OF THE UNIVERSITY.

Section seven of the organic law of 1866, provides as follows:

“That no instruction, either sectarian or religious, or partisan in politics, shall ever be allowed in any department of the University; and no sectarian or partisan test shall ever be allowed or exercised in the appointment of regents, or in the election of professors, teachers or other officers of the University.” \* \* \*

During the past year, it has come to the knowledge of the regents, that efforts have been made by one religious denomination of the state, to retain a president at the head of the University, whose removal was demanded by every interest of the University, and about which there was no difference of opinion among the regents. Demands were also made to have regents appointed, as well as professors, because of their sectarian opinions and faith. As regards the board of regents, we desire to say here, that in no instance has either the religious faith or the partisan bias of any professor, teacher or employe of the University ever been questioned—that these matters have been uniformly and always ignored; and, further, that the regents believe earnestly, that whenever such questions shall enter into the appointment of regent, professor, teacher or employe, an entering wedge will have been placed, which if driven, will surely and effectually sap the foundation of usefulness for the University.

No rule should be more inviolable than this; that in the management of the University, no personal consideration, or political or

sectarian faith, should ever be considered in questions relating to appointments: for it is only by a rigid adherence to this rule that a broad career and a high character can be maintained for the University, and he who deviates from it, violates the high trust imposed on him by the people of the state.

In conclusion, I invite careful attention to the reports of the president, secretary, treasurer, professor of agriculture and board of visitors, as giving in detail all information required.

In behalf of the regents,

C. S. HAMILTON,  
*Pres't Board of Regents.*

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## REPORT OF BOARD OF VISITORS.

*To the Honorable, the Board of Regents of the University of Wisconsin:*

**GENTLEMEN:** The undersigned, members of the Board of Visitors, appointed to attend the annual examination, beg to submit the following report:

Entire frankness demands the confession from some of us—not all—that we began the task to which you had invited us, with more or less of misgiving and questioning as to the need of such an institution in our state, and, if such need did exist, as to whether it were finding itself met.

Those who came with such feelings will not, therefore, be open to the charge of partiality for the University, in any testimony which may find its way into this report of an opposite character, and suited to correct those erroneous prejudgments.

We are glad to say that, like a valuable friend, the University improved wonderfully on acquaintance.

Familiarity with its faculty, students, methods and work awakened an interest akin to enthusiasm, and transformed the cool criticism with which the work began, into the warm approbation with which it ended.

It is natural to speak first of the instructional force on the ground. We simply reiterate what has been said many times

before, and is perfectly understood, when we say that we found the University in the hands of an earnest, devoted faculty fully abreast with the times in the latest thought, literature and methods of their respective departments. The fact that some of them are wanted elsewhere is a pretty good reason why they should be retained where they are.

The Regents are to be congratulated upon the wisdom which has guided them in the choice of the Rev. John Bascom, LL. D., as President of the University—a man who has earned a national reputation as an original thinker, able writer, ripe scholar—a man, who brings to this responsible office a long experience and peculiar aptitude in teaching, combined with the needed executive ability, and an instinctive hatred of all pretense and sham. The fact that he has so soon succeeded in intrenching himself in the hearts of the pupils and of the citizens of Madison, confirms the judgment of the Regents, that he is the right man in the right place. And we hazard nothing in expressing the conviction, that his administration, supported by the able body of men who now seem to be in hearty co-operation with him, will witness a steady, healthy, permanent growth and enlargement of the institution in ways that will quite satisfy the expectations of its patrons and friends.

Those familiar with oral examinations, in which not more than an hour and a half is given to a large class, need not be told how little value attaches to them as tests of real progress and scholarship, especially if the examiner and examined are total strangers until the hour of recitation. The haste required to compass the subject, and the embarrassment of the pupil, suddenly called to his feet, render an exhibition, entirely fair to teacher and pupil, well nigh impossible. This thought occurred to us while attending the different recitations. We should have been glad of more time, at least in some classes; and we felt this abridgment of time the more, because we were compelled to hasten from one room to another, that we might catch a glimpse of classes reciting at the same hour.

The limits of this report will forbid our entering into any lengthy detail of the examinations. We were very much pleased with them as a whole; with some of them, delighted. There was evidence of diligence, fidelity and enthusiasm, both on the part of instructors and pupils. It was manifest that the students were there to work, and, in the main, were trying to do their best. Their

frankness and independence in the discussion of topics and the freedom with which they ventured to differ from the author, and even the professor, arrested our attention, and afforded pleasing evidence of their having been taught to think for themselves—the most valuable thing in education. It occurred to some of the visitors that this admirable frankness and familiarity in the recitation room, unless controlled by good judgment, on the part of the pupil, might insensibly slide into a sort of smartness and curtness in retort, which the requirements of courtesy will scarcely justify. We shall be pardoned for suggesting one other criticism just here. It is this: there were occasional instances in the recitation room, in which the pupil so far forgot the proprieties of time and place, as to become a little careless about communicating with his neighbor, and about his posture while sitting and standing, thus distracting the attention of others, and seeming himself to be devoid of interest in the subject, and of consideration for his instructor. This is a trifling thing, but “trifles make perfection, and perfection is no trifle.” As a general rule, the bearing of the students, both in and out of the recitation room, towards their instructors, and towards each other, was noticeably courteous and manly. There seemed to be that generous spirit and dignified and respectful demeanor, which might naturally be expected to govern the conduct of young people who are thrown largely upon their honor in these matters, instead of being under rules and regulations. The whole theory of discipline in the University is admirably suited to appeal to the manliest and noblest sentiments of the young heart; and it is manifest that this appeal awakens a gratifying response, and well secures the desired end. We heard of no serious violations of reasonable authority, no flagrant instances of immorality during the year.

The visitors were glad to discover, as they believe they did, a growing interest in the study of the ancient classics. The last catalogue points in this direction. This they hail as an omen of good. They believe it will be a sorry day for the cause of solid learning and broad scholarship in our land, when, in our zeal for the modern languages and natural sciences, we suffer a material abridgment of the course of study in Latin and Greek. There is no need of rivalry between these branches for a place in the curriculum. No time need be spent in the discussion of this relative value in a thorough course of study.

There is room for all, and no highest, best culture is possible without them all. We trust the Regents and faculty will do what they can to create and foster an interest in the study of those ancient languages in which is inshrined so much of the world's best history and richest thought.

In exactly the opposite direction, another thing. We were sorry not to see a larger place given to the study of the English literature and language. Our University seems to share the neglect in this direction, which is common to most of the colleges of the country. Our students ought to know, when they graduate, at least as much of their own language as of the ancient and modern languages taught in the course. With so accomplished an English scholar as Prof. Carpenter in the faculty, cannot more be done for our noble mother tongue?

The wisdom of the state in establishing the College of Arts, is seen in the steady growth which the several departments have made, and the thorough, practical instruction which students in the special courses are evidently receiving.

In the department of mining and metallurgy, the students were seen in the laboratory with their coats off, as if they were working the thing out for themselves.

The examinations in botany, meteorology, entomology and chemistry, disclosed the fact that the students had been brought into a close intimacy with nature, and taught to challenge her to give up her secrets in response to their scrutinizing search, instead of turning, as is too common, to the text-book for information respecting the objects before them for analysis and classification. We were glad to see them following the method which has made the lamented Agassiz so justly illustrious as a teacher.

We took no small pleasure and satisfaction in what we saw of the department of civil engineering. The neatness and dispatch with which the young men put their work upon the board, the ease and accuracy with which they explained it, the beauty and perfection of their drawings, field-sketches, plotting of surveys, pencil and pen work generally, afforded grateful evidence of thorough instruction from their teacher, and painstaking effort and study on their part.

Inasmuch as the state has deemed it wise to maintain a department of military science in the University, with all needed equipments and an accomplished officer in charge, it occurred to the vis-

itors that the young men would do well to place a little higher value upon an opportunity which so happily combines physical culture with training in the noble profession of arms, and to come to this exercise with somewhat more heartiness and enthusiasm than they have been wont of late to do.

How soon an emergency may arise in our country which shall call for all the military skill our able-bodied young men can command, no wisest prophet can foresee. It is unwise to throw away opportunities whose loss may be so keenly regretted.

To some of the visitors, the presence of young ladies in the same classes with the gentlemen was a novelty, and therefore incited them to a careful scrutiny into the practical working of the co-educational idea. They were especially observant on this point, that they might get light on a subject which provokes so much antagonistic discussion.

They took particular notice of the recitations of the young ladies in Latin, Greek, Logic and Mathematics, that they might see whether there was any less vigor of thought, less mental grasp, less mastery of these subjects, of which gentlemen have heretofore claimed a monopoly, and, in justice to the ladies, they must here bear testimony to the fact that no such discovery was made, but rather the discovery of their ability to prosecute the same course of study as the young men, and with equal prospect of benefit, success and honor.

We are not required to pronounce upon the wisdom or unwisdom of the co-education of the sexes, but only to speak of what we saw. We are not sorry, however, that the state of Wisconsin is aiming to settle, by actual experiment, a problem which the friends of liberal education in many other states are resolved to limit indefinitely to the field quite largely of a *priori* discussion.

We do not hesitate to express our conviction that the young ladies of our state can here obtain a thorough, varied and finished education. The Ladies' Hall, recently erected, is a model of neatness, comfort and convenience. It seems to be complete in all its appointments, and must be homelike and pleasant to the occupants.

The examination of the class in Law was pronounced by those who attended it as unrivalled in thoroughness and evident mastery of the subjects in hand. It was certainly a noble looking body of young men who received the honors of that department, and, unless their appearance belies them, they are destined to succeed in

their profession. If we mistake not, the Law department of the University of Wisconsin is already taking rank with the best law schools of the country.

If it were not out of place, we should like to advert to the admirable practical advice of which the address of Judge Doolittle, to the graduating class in law, contained, with the expression of the hope that it may be followed.

The commencement exercises were of a high order. The essays of the young ladies, and the orations of the young men, of the graduating class, the reading and delivery of which occupied two successive mornings, in thought, diction and utterance, reflected credit alike on their authors, and the able professor who is chiefly responsible for this department of work. Some of the essays were exceptionally choice and fine in thought and expression. Some of the orations gave evidence of very careful and thoughtful preparation. It was a beautiful and touching spectacle to see so large a class of young men and ladies receive the honors of the University at the hands of the new president, and in presence of an immense throng of admiring friends, in token of their fidelity and zeal in the completion of the prescribed course of study.

It would be an unpardonable omission, were no reference made to the religious status of the University.

It is well known that many of the friends of liberal education are lukewarm in their support of the University, if not opposed to it, on account of its supposed neutrality in religious matters.

It is assumed that an institution, which is undenominational, unsectarian and under the fostering care of the state instead of the church, must, of necessity, be wanting in anything like positive and helpful religious influence—must educate the head at the expense of the heart.

It is no part of our duty to discuss that question, but we are glad to be able to say in this report, that while we believe the state understands its duty towards the University in this matter, and is thoroughly impartial and unsectarian in its trust, and while the University recognizes its position as the child of the state, and is true to it, still the moral and religious sentiment of the institution is high-toned and controlling in its influence upon the students. We felt that, somehow, the place was pervaded by a Christian atmosphere which was consciously or unconsciously influencing the conduct and moulding the character of those who breathe it.



We would not disguise the fact that we deem any education defective which leaves the moral and spiritual nature uncultivated and unfed. But we feel that so long as moral philosophy and mental theology are found in the prescribed course of study, and men of noble Christian manhood and character compose the Faculty, as at present, there is very little room for serious apprehension on this point.

We shall be pardoned, if in closing, we offer a few suggestions bearing on the prosperity and success of the University in the future.

Its reputation is now, in good measure, established.

It is not likely henceforth to be affected by the vicissitudes and fluctuations to which it has been, now and then exposed, in the past.

It is conceded to be ably officered and manned.

It has a large number of pupils.

It is no longer open to the charge of being little more than a respectable high school for Madison.

It is making a power felt throughout the state.

It is known to be doing a good, thorough, solid quality of work.

It is taking the position of a leading educational force in our commonwealth.

Obviously, it cannot be growing in other directions, without a corresponding growth in its wants and necessities.

It can never do the work it aspires to do, the work it ought to do, the work the state expects it to do, without some speedily increased facilities.

When the force, the machinery and the material are all ready for work, it is always good economy to provide the needed auxiliaries and tools. The University has now reached a point where the state will find it a good investment to pursue towards it a liberal policy.

It is the judgment of your visitors that the University is doing about all the work it can do *without more money*.

Let us mention a few of the immediately pressing wants of the the institution:

1. A hall of natural sciences. This, as it seems to us, is *just now the one great desideratum* of the University. The growing demands of the College of Arts seem to render such a building indispensable.

There is now no suitable room for the Laboratory. It not only finds very poor accommodation in the basement of the University building, but from the nature of the work done there, is also a perpetual annoyance to those who are in the rooms above. There is, at present, no suitable room for the philosophical apparatus, or for the instruments, models, charts, etc, used in the Department of Engineering. This hall should be built with large, commodious rooms, exactly adapted to the work of instruction and illustration in physics, chemistry, engineering and mining, military science and agriculture, and be furnished with all the apparatus needed in giving the best instruction in these branches. In this noontide splendor of scientific investigation and instruction, when so much is done to popularise this kind of knowledge, the University cannot hope to compete with other institutions in this department, unless its facilities and appliances for this kind of work are greatly enlarged. The demand is imperative and ought to admit of no denial. This demand seems the more reasonable, when it is remembered that in this hall, there might be a large room suitable for a chapel, until a chapel shall be built, and then just the thing for a museum or library. The need of such a room must be patent to every one. It must be with great embarrassment and great discouragement, that the presiding officer of the University attempts the work of unifying, compacting and organizing a large body of students, so that they shall be moved and swayed by one common impulse and spirit, unless there be some room where all may be assembled, at least once a day, to hear the suggestions and catch the inspirations of the leader. President Bascom must painfully feel that, until this opportunity is granted, he can never have his forces well in hand. He must experience a conscious waste of personal influence and power. The University can be expected to have no adequate *esprit du corps*, until there is a room in which the whole body of students and the faculty can be assembled for devotional exercises in the morning, for rhetorical exercises at stated intervals, and for those occasional talks, frequent hints on discipline, deportment and practical suggestions of a miscellaneous sort, which are never so appropriately or effectively given to detachments as to the entire body of pupils.

We, therefore, deem it the duty of the regents to urge, with the utmost persuasion possible, upon the legislature, this winter, the

necessity of a liberal appropriation for the immediate erection of a hall of natural sciences.

2. One member of the board of visitors put it strongly perhaps, when he said, "I think the library of the University is a disgrace to the state." But somehow, his associates were little inclined to rebuke his audacity or differ with him. It is certainly very meagre, very inadequate. If you, gentlemen, could prevail upon the legislature to appropriate \$10,000 next winter, and an annual allowance of from \$3,000 to \$5,000 hereafter for the library, you would render the University an invaluable service. It is believed that a natural science hall and good library would do more for the University than any other improvement that could be suggested.

3. Meantime, it is preëminently desirable that, without any delay a small appropriation at least be made for the purchase of some new philosophical apparatus, new charts, models, maps, plats, etc., for the department of engineering. The expense of adding a few books of reference and enlarging somewhat the list of periodicals in all the departments of literature, art and science, would be inconsiderable to the state, while such addition of the latest, freshest thought would be a perpetual stimulus and benediction both to the professors and students. There is nothing so appetizing to student life as a few new standard books that are right down to date.

4. Some of the visitors are of the opinion that there should be a room for the preparatory department where the pupils should study under the eye of an efficient disciplinarian, and that in this department, high school work should be done.

We cannot conclude this report without a sincere expression of our confidence in the ability, efficiency, singleness of purpose and wisdom of the board of regents in their administration of the solemn trust committed to them by the state, and also of our hearty thanks to them for the consideration and courtesy which they have shown us in the discharge of duties which have thus been made a pleasure.

All of which is very respectfully submitted.

ARTHUR LITTLE,  
W. C. WHITFORD,  
W. H. CHANDLER,  
C. F. BLACK,

JAMES MACALISTER,  
A. A. SPENCER,  
B. M. REYNOLDS,  
R. W. HUBBELL.

June 18, 1874.

## REPORT OF THE PRESIDENT.

*To the Regents of the University of Wisconsin:*

The duties of a State University to the education of the state, are very grave, and cannot be completely met without a close affinity and orderly interdependence of the schools of the state. If the University is to minister to the general instruction of the state, that general instruction must, in turn, minister to it; and all our educational institutions must unite in a systematic and well organized body. Any public school that does not find a place and a work in this systematic instruction, is, so far, taking strength from it, distracting attention and effort. That the University may meet to the full its important part in state education, it needs to be sustained by the knowledge, approval and warm regard of the citizens of the state; and we are desirous to do what we can to commend it to their favor, and to make it an occasion of general and just pride.

The University comes in direct contact with the instruction of the state, through the graded schools and the schools which rank with these in their work. There have entered the University in this opening term of our year forty-three graduates of graded schools, entitled by examination to free tuition. Of these, thirty-six are in our Freshman class, the whole class containing eighty-two members.

This fact is sufficient to show that the University is beginning to draw directly and strongly on the public schools for support, and is able thus, in turn, to influence and guide them in their work.

Of the remaining forty-six in our Freshman class, thirty-six have been fitted in the University itself. We are anticipating a rapid transfer of this entire work to the graded schools. That these should become, throughout the state, adequate fitting schools, is of the highest importance to us and to liberal education. We do not wish at present to raise the conditions of admittance to our Freshman classes, but we are very desirous that those who come to us from the graded schools *should be well prepared*. Here is our emphasis. The vigor, breadth and thoroughness of instruction in these schools, are matters of vital interest. We should be especially pleased if our graded schools could all of them afford a good

fit for all of our courses, classical as well as scientific. The option in education of many young men and women is restricted by their inability to secure a fit for any other than the scientific course. We wish that education, in all its branches, might stand on a fair, equal footing in our public institutions. Quite sure we are, that each branch and each course will prosper best by a free affiliation with other branches and other courses.

The wish and want which the University expresses, in its relation to the systematic education of the state, are more and better and broader graded schools, schools intermediate between merely primary and collegiate training. The health of the midway schools is essential to the health of those above and those below them.

In the University itself, we think we can justly say, that the instruction, collegiate and professional, which we offer, is good. We are desirous, however, first, to make it better on its present basis; and, later, to extend it. For the first purpose we need, on account of the multiplication of branches and of students, to enlarge our corps of professors, that each may give himself individually to a single class of duties, and that instruction in the University may, from the outset, be in the hands of experienced professors. We commend our wants in this respect to the citizens and legislature of the state. The time has come in which the work of the University, its position, and the number of its students, require that it should be in the hands of a full corps of able instructors. In reference to these instructors, we wish to know nothing but their ability to quicken, to ably and honestly guide, young men. New professorships are called for at once. First among them is a professorship of Rhetoric and Oratory, and a professorship of Natural History. The instruction in the natural sciences is well given in the University, and we are desirous that it should be sustained by equal interest in literary and philosophic training. We have no sympathy with the method which exalts one branch of knowledge at the expense of others. We wish to offer parallel and carefully cultivated lines of instruction. We have no fear that any real knowledge will fail to justify itself.

In the external conditions of education, our wants are urgent. We need an astronomical observatory, with its equipments; a chapel, and a building devoted to the natural sciences. Our instruction in astronomy is constantly restricted through our deficiencies in the means of illustration. It bears an almost wholly abstract

and theoretical form. Lacking a chapel, we lack the opportunity of assembling the students in a body, of imparting to them general incentives, of inspiring in them a common spirit, or even of making to all alike the simplest communication. We are also cut off from any common literary entertainments or rhetorical exercises among ourselves. This would not be so much to be regretted, if the majority of our students were professional students, in quite distinct departments, as it now is, when the large majority of them are collegiate and academic students, calling for compact organization, personal influence and a common discipline, with a constant concession in-manners and action to the general interests.

Serious, however, as is this want, and anxious as we are that it should be met as speedily as possible, we have another want still more urgent, that of a science hall, which shall draw off from our main building, the instruction in chemistry, physics, natural history, engineering and mining. Each of these branches calls for large rooms and large accommodation by way of laboratories, work-rooms and cabinets. These it is impossible adequately to furnish in the University Hall, and the inadequate rooms that are furnished, are supplied greatly at the expense of other branches of instruction. Teachers in other departments could immediately occupy, to great advantage, our present recitation rooms. The same room, often too small for its purposes, is occupied by a series of teachers from hour to hour with much confusion, and a loss of opportunity, either to make ready for the recitation, or to tarry with the pupils after its completion. Our halls are crowded to excess at every change off, and, from our contracted laboratories, come to the whole building the disturbing odors or gasses of a chemical process. Large, well ventilated, inviting rooms for recitations, work and collections, are the pressing necessity of our very vigorous departments of natural science. The University is ready to grow at once, is ready for improvement in all the means of instruction and in scholarship. Our numbers are already in advance of our appliances. There is a flood-tide with us that will, if improved, bear us easily to a large success. Our wants are urgent, however, and cannot be postponed. We can wait to supply them in order; but the first, a science hall, stands in the way of them all, is the representative of them all, and so is sustained by the claims of them all. The University never gave more promise of a good work than now, but such a state is always one of wide awake activity and persistent demands. So

far it is critical, and calls for wise improvement. We most earnestly hope that the institution will commend itself to the Regents, to the legislature and to the state, for an immediate supply of its necessities, and that falling in with favoring tendencies, we shall ripen them into a speedy and complete success. We would rank our wants in the following order: Science Hall, Chapel, Enlarged Instruction, Astronomical Observatory; and would hope that the next three years might see them all met. So shall we possess the present and command the future. .

JOHN BASCOM.

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FACULTY AND INSTRUCTORS.

JOHN BASCOM, LL. D.,  
President and Professor of Mental and Moral Philosophy.

JOHN W. STERLING, PH. D.,  
Vice-President and Professor of Mathematics and Astronomy.

WILLIAM F. ALLEN, A. M.,  
Professor of Latin and History.

STEPHEN H. CARPENTER, LL. D.,  
Professor of Logic and English Literature.

ALEXANDER KERR, A. M.,  
Professor of the Greek Language and Literature.

JOHN B. FEULING, PH. D.,  
Professor of Modern Languages and Comparative Philology.

WILLIAM J. L. NICODEMUS, A. M., C. E.,  
Professor of Military Science and Civil Engineering.

JOHN E. DAVIES, A. M., M. D.,  
Professor of Natural History and Chemistry.

W. W. DANIELLS, M. S.,  
Professor of Agriculture and Analytical Chemistry.

ROLAND IRVING, A. M., E. M.,  
Professor of Geology, Mining and Metallurgy, and Curator of Cabinet.

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HON. E. G. RYAN, LL. D.,  
Chief Justice of the Supreme Court of Wisconsin.  
Professor of Law.

HON. ORSAMUS COLE, LL. D.,  
Associate Justice of the Supreme Court of Wisconsin.  
Professor of Law.

HON. WILLIAM PENN LYON, LL. D.,  
Associate Justice of the Supreme Court.  
Professor of Law.

HON. P. L. SPOONER,  
Dean of Law Faculty.

J. H. CARPENTER, Esq.,  
Professor of Law.

WILLIAM F. VILAS, LL. B.,  
Professor of Law.

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R. B. ANDERSON, A. M.,  
Instructor in Languages.

ROBERT HENRY BROWN, PH. B.  
Instructor in Natural History and Assistant Curator of Cabinet.

JOHN M. OLIN, A. B.,  
Instructor in Rhetoric and Oratory.

JEROME HENRY SALISBURY, A. B.,  
Instructor in Greek and Latin.

JOSEPH CLINTON FULLER, A. B.,  
Instructor in English.

JAMES R. STEWART,  
Instructor in Drawing.

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MRS. D. E. CARSON,  
Preceptress.

MISS LIZZIE S. SPENCER, PH. B.,  
Teacher of English.

MISS S. A. CARVER,  
Teacher of French and German.

MISS SUE R. EARNEST,  
Teacher of Instrumental Music.

MISS HATTIE E. HUNTER,  
Teacher of Vocal Music.



## GENERAL INFORMATION.

The University embraces the following Colleges and Departments:

## COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

## COLLEGE OF LETTERS.

Two Departments. Ancient Classical Department, in which the course of study is equivalent to that in the best classical colleges in the country.

Modern Classical Department. French and German take the place of Greek.

## SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.

Ladies are admitted to all the courses of instruction in the University.

## LAW SCHOOL.

Judge P. L. Spooner, Dean of the Law Faculty.

The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country west of the Alleghanies.

## A QUANTITATIVE LABORATORY,

Has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

## LIBRARIES

Are open to students, without charge, containing more than 70,000 volumes.

## CURRENT EXPENSES—FREE TUITION.

Expenses are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the state who pass the required examination, are entitled to FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.

For further information, apply to

JOHN BASCOM,

Digitized by *President.*

# THE NORMAL SCHOOLS.

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## REPORT OF THE PRESIDENT OF THE BOARD OF REGENTS OF NORMAL SCHOOLS.

Hon. EDWARD SEARING,  
*Supt. of Public Instruction.*

SIR: I have the honor to submit the annual report of the doings of the Board of Regents of Normal Schools, of receipts and expenditures, and of the prospect, progress and condition of the State Normal Schools for the year ending August 31, 1874.

The first meeting of the Board since my last report was held at Madison, commencing January 26, 1874; at which Edward Searing was elected Secretary for the balance of the year in place of Samuel Fallows removed from the state.

Vacancies in standing committees were filled as follows:

Executive Committee, Regent Evans in place of Gary, resigned.

Committee on Institutes, Regent Searing in place of Fallows, term expired.

Finance Committee, Regent Taylor in place of Washburn, term expired.

Teachers were elected and their salaries fixed as follows:—

Albert Salisbury, Whitewater school.....	salary	\$1,500
Herbert Copeland.....		1,500
Miss M. A. Greene.....		650
Chas. H. Nye, Platteville.....		1,000

Sundry accounts were audited, and the sum of \$3,500, was appropriated from the income fund for institute work for the year ending July 1, 1874, and the Institute Committee was instructed to make to the Board at the annual meeting, a report of its action, which shall include:

1st. The number of Institutes held to which aid has been offered, and the length of each.

2d. The number of names of persons employed to conduct or assist in conducting Institutes, and the amount paid each.

3d. The whole amount paid in carrying on Institute work.

4th. The whole number receiving instruction in Institute work during the year.

The plans and specifications for the Normal School building at River Falls, drawn and prepared by D. R. Jones, the architect employed by the board through its executive committee, were adopted, and the board adjourned to the 26th day of February, 1874, to receive and consider sealed proposals for constructing the building at River Falls.

At this adjourned meeting, Regent Weisbrod, appointed in place of Samuel P. Gary, who had resigned, and Regents Chandler and Weld, reappointed, filed their oath of office and took seats as members of the board.

The following proposals for building the Normal School building at River Falls—

James Reynolds, Milwaukee.....	\$49,798
Henry Bros., Sheboygan Falls .....	51,807
Drake & Rawlinson, La Crosse .....	52,295
John Green, Stillwater, Minn .....	53,000
C. Bohn, Winona, Minn.....	53,700
Norris & Hinkley, Monroe, Wis.....	54,343
Nelson McNeal, Madison.....	56,470
D. H. Wright, Madison.....	56,650
D. Stephens, Madison.....	56,750
W. Galloway, Sheboygan Falls.....	57,470
Rundle & Free, West Eau Claire.....	57,470
Moulton & Chase, Madison.....	58,000
James Livesey, Madison.....	58,150
Thomas Davenport, Madison.....	58,200
Bryant & Bingham, Milwaukee.....	58,355
Parker & Juneau, St. Paul.....	58,993
B. A. Kennedy, West Eau Claire.....	59,980
Davidson & Warnes, Madison.....	61,070
Green & Burris, St. Paul.....	61,745
Duncan McGregor, River Falls.....	65,765
Israel Graves, Hudson.....	72,450
E. P. Helter, Chicago.....	73,000
R. B. Livesey, Madison.....	76,000

Were opened and referred to a committee consisting of Regents Lyndes, Chandler and Evans, who reported that they found the proposal of James Reynolds, of Milwaukee, the lowest bid received, and recommended the awarding of the contract to him at and for the sum of \$49,798.00. The report was accompanied by resolutions, authorizing the executive committee to award to and execute contract with said Reynolds, and in case of his failure to enter into the contract and to furnish proper security, then to

award contract to next lowest bidder; which resolutions were adopted by the board.

Resolutions were passed by the board, authorizing the Executive Committee to supervise the construction of the Normal School building at River Falls, to approve or disapprove estimates of the architect for work done and materials furnished, and that warrants of the President and Secretary of the board be drawn upon the River Falls Normal School Building Fund, for the payment of estimates and other expenses as provided for in resolution.

The following appointments were made to fill vacancies in standing committees:

Regent Lynde on Executive Committee.

Regent Weisbrod on Committee on Supplies.

The President was instructed to present the matter of book rent and tuition due from Hanmer Robbins, to the Attorney General, with instructions to proceed in the matter as to him may seem advisable, which has been done, and a portion of the amount due paid into the treasury, and the balance is now in a fair way of adjustment.

At the annual meeting July 8, S. A. White, appointed Regent in place of T. D. Weeks, whose term had expired, presented his oath of office and took his place in the board.

The following Regents were elected officers of the board for the ensuing year:

William Starr—*President.*

Wm. E. Smith—*Vice President.*

Edward Searing—*Secretary.*

The President being by resolution placed at the head of the Executive Committee, the Committee on Teachers and Committee on Supplies, the standing committees for the year were announced as follows:

*Executive Committee*—President, Chandler White.

*Com. on Finance*—Lynde, Taylor, Whitford.

*Com. on Teachers*—President, Smith, Weld.

*Com. on Institutes*—Searing, Chandler, Smith.

*Com. on Supplies*—President, Evans, White, Weisbrod.

*Com. on Course of Study, etc*—Searing, Whitford, Weld.

*Com. on Visitation*—Evans, White, Weisbrod.

*Com. on Senior Classes, etc*—Chandler, Whitford, Weld.

The resignation of Prof. H. C. Bowen, as teacher of Natural Science in Oshkosh Normal School, was presented and accepted.

The salary of Miss DeLany and Miss Greene, at the Whitewater Normal School, was fixed at \$700 each.

Duncan McGregor was unanimously elected Professor of the Theory and Art of Teaching in the Normal School at Platteville, his duties and compensation to correspond with those pertaining to the similar position in the school at Oshkosh, and in accordance with the rule and order of the board in establishing such professorships.

The committee on Teachers were instructed to employ such additional teachers for the several schools as may be necessitated by the action of the board at this session.

The Committee on Institutes reported the whole amount expended for Institutes during the year ending July 10, 1874, as \$5,342.11.

The sum of \$3,500, or so much thereof as the Committee on Institutes may find necessary, was appropriated to carry on Institute work for the year ending July 1, 1875.

The board adopted the following:

*Resolved*, That the resident Regents be and they are hereby required to collect tuition from all students attending the several Normal Schools, except such as have fully complied with the regulations adopted by the Board of Regents for the admission of students into the Normal classes.

The President of the Board was instructed to procure suitable blank books in which an exact inventory of all the movable property, together with the cost of the same, as far as can be ascertained, shall be entered, and that hereafter all purchases or sales made of such property, shall be accurately kept—such labor to be performed under the direction of the President of the Board.

The President of the Normal School at Platteville was authorized to reorganize the Primary and Academic Departments of that school upon the general plan of the corresponding departments of the school at Oshkosh, and the Committee upon the Employment of Teachers was authorized to secure a competent teacher to carry into effect the change contemplated.

Regent Searing presented a report on Course of Study, which, after some discussion and amendment, was received and adopted as follows:

## REPORT ON COURSE OF STUDY.

The Committee on Text-books and Course of Study would respectfully report that they have taken into consideration the question of changes in the course of study in the normal schools, referred to them, that they have conferred with the Presidents of the same, respecting such changes, and would unanimously recommend as follows:

That hereafter in the several normal schools in the state there shall be two courses of study, known respectively as the "*Elementary Course*," and "*Advanced Course*;" that the Elementary Course shall be two years in length, and the Advanced Course four years in length; and that the studies in the respective courses, and the maximum and minimum time allowed thereto, shall be as follows:

*In the Elementary Course:* Arithmetic 30 to 40 weeks; Elementary Algebra, 12 to 20 weeks; Geometry, 16 to 23 weeks; Book Keeping, 6 to 10 weeks; Reading and Orthoepy, Orthography and Word Analysis, 30 to 37 weeks; English Grammar, 28 to 39 weeks; Composition, Criticism and Rhetoric, 20 to 24 weeks; Geography, Physical Geography, 26 to 40 weeks; Physiology, 10 to 15 weeks; Botany, 10 to 13 weeks; Natural Philosophy, 12 to 17 weeks; U. S. History, Civil Government, 30 to 40 weeks; Penmanship (time undetermined); Drawing, 20 to 26 weeks; Vocal Music (time undetermined); Theory and Practice of Teaching.

*In the Advanced Course* the studies of the *first two* years shall be the same as those of the Elementary Course, with the addition of Latin for 20 weeks, which shall take the place of Rhetoric. In the Advanced Course the studies of the *last two* years shall be: Higher Algebra, 20 to 28 weeks; Geometry and Trigonometry, 17 to 23 weeks; Latin, 80 weeks; Rhetoric and English Literature, 10 to 28 weeks; Chemical Physics, 6 to 20 weeks; Chemistry, 12 to 23 weeks; Zoology, 6 to 12 weeks; Astronomy, 6 to 12 weeks; Geology, 12 to 17 weeks; Universal History, 12 to 23 weeks; Political Economy, 15 to 17 weeks; Mental and Moral Science, 20 to 30 weeks; Theory and Practice of Teaching.

The committee also recommended that at the close of the Elementary course there shall be a thorough review of the studies of

that course, and at the close of the Advanced Course a like review of the studies of its last two years.

The committee say that they deem it advisable to leave the details of the order of studies in each course, and the precise amount of time devoted to each study, to the presidents and faculties of the respective schools.

The committee also recommend that to the students who satisfactorily complete the Advanced Course, the regular diploma be given (provided that no such diploma shall be given unless the applicant therefor shall have attained an average standing at least as high as that usually required in the state for a first grade county certificate); and to those who satisfactorily complete the Elementary Course, a certificate be given, certifying to the fact of such completion, and signed by the president of the school, and by the president and secretary of the board; and that such certificate specify the studies of the course; also that this certificate, after one year's successful teaching in the state, may be countersigned by the State Superintendent of Public Instruction, and have the force of a five years state certificate.

The committee further recommend that any one of the Normal Schools may have the privilege of graduating a class from the Advanced Course at the next annual Commencement without the Latin required in the course recommended by the committee.

EDWARD SEARING,  
W. C. WHITFORD,  
A. H. WELD,

*Committee on Text-books and Course of Study.*

July 16, 1874.

The sum of \$1,000 was appropriated to be drawn by the President, and held by him to defray expenses and compensation of committees. Bills to be audited by the Executive Committee, and report of disbursements made to board.

The executive committee were instructed to have rooms for janitor in Platteville Normal School, fitted up at an expense not exceeding \$350.

The executive committee were instructed to have finished two rooms in the third story of the Oshkosh Normal School Building, in accordance with the plans and specifications presented, to have the Assembly room enlarged, and to have completed arrangements for water supply in the building.

The executive committee were authorized and instructed to enter into contract with Prof. Thure Kumlien, to furnish for each of the normal schools an Ornithological Cabinet, provided that the whole amount expended therefor shall not exceed \$2,000, and the amount expended in any one year shall not exceed \$500.

The following resolution, offered by Regent Weisbrod, was adopted:

*Resolved*, That the matter of the extension of the Whitewater Normal School building be and the same hereby is referred to the executive committee, with power to employ an architect to prepare plans, specifications and estimates for such extension, and to report at the next general or special meeting of this board for their decision.

The following resolution was adopted:

*Resolved*, That the executive committee be and are hereby required, at each regular meeting of this board, to submit the full record of their proceedings for approval or disapproval, and that the action of this board thereon be certified by the secretary thereof upon such record; which proceeding shall be substituted for the present practice of reporting in writing to this board by the said executive committee.

#### FOURTH NORMAL SCHOOL.

James Reynolds of Milwaukee, to whom the contract for building the Normal School building at River Falls was awarded, having failed to execute the contract when required, the contract was let by the executive committee to the next lowest bidder, Henry Brothers of Sheboygan Falls, and a written contract was duly entered into with them. Subsequently this contract was assigned, with the approval of the executive committee, to Messrs. Bryant & Bingham of Milwaukee, upon report of which to the board, the following resolution was adopted:

*Resolved*, That the board approve of the assignment of the contract, for the erection of the school building at River Falls, by the contractor, to Bryant & Bingham, and of the action of the executive committee in approving the same.

A communication from Bryant & Bingham was read, and the board, by resolution, granted their request and instructed the executive committee to pay on the estimates of Architect Jones for



materials furnished and delivered for the River Falls building, the same per cent. as upon materials and labor actually placed in the building, and according to the terms of the contract with said Bryant & Bingham; provided said Bryant & Bingham first secure proper insurance upon the materials, and also give bonds to indemnify the board for any loss that might occur by reason of this change in the original contract as to the time and manner of payment for materials.

Regent Weld offered the following, which was adopted:

*Resolved*, That the executive committee are hereby authorized to agree with the contractors for the Normal school building at River Falls to substitute stone for brick in the construction of window caps, and also for the pilasters, and for the arches of the front entrances; provided that the additional expense shall not exceed \$2,200.

Regent Chandler presented the report of the executive committee on heating apparatus for the Fourth Normal School. Its recommendation that the building at River Falls be warmed with hot air furnaces, and the necessary pipes and fixtures be put in as the construction proceeds, and the furnaces placed in position during the present season, was adopted.

A resolution was adopted authorizing and instructing the Executive Committee to contract for placing furnaces and the necessary fixtures in the Normal School building at River Falls, and to audit bills for the same.

The board then proceeded to elect a President of the Fourth Normal School, and all the votes cast being for W. D. Parker of Janesville, he was declared duly elected President of said school. His salary was fixed at \$2,500 per annum, to commence September 1st, 1875.

By resolution, the Secretary of the Board was requested to codify all resolutions contained in the proceedings of this board and now in force, and relating to the government and conduct of the schools, plans of study and duties of members and officers of the board and its committees, and report the same to the board at their next meeting.

The present members of the board and its officers are:

Gov. W. R. TAYLOR, *ex officio*, - - - - - Madison.  
 EDWARD SEARING, Sup't Public Instruction, *ex officio*, Madison.

*Term ends February 1, 1875,*

WM. STARR, . - - - - - Ripon.  
 W. C. WHITFORD, - - - - - Milton.  
 J. H. EVANS, - - - - - Platteville.

*Term ends February 1, 1876,*

C. A. WEISBROD, - - - - - Oshkosh.  
 WM. E. SMITH, - - - - - Milwaukee.  
 J. I. LYNDES, - - - - - La Crosse.

*Term ends February 1, 1877,*

W. H. CHANDLER, - - - - - Sun Prairie.  
 A. H. WELD, - - - - - River Falls.  
 S. A. WHITE, - - - - - Whitewater.

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OFFICERS OF THE BOARD.

WM. STARR,  
 PRESIDENT.

WM. E. SMITH,  
 VICE-PRESIDENT.

EDWARD SEARING,  
 SECRETARY.

FERDINAND KUEHN,  
 TREASURER, *ex officio*.

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The following are the regulations for admission to the Normal Schools:

REGULATIONS FOR ADMISSION

*Adopted by the Board of Regents.*

1. Each Assembly District in the state shall be entitled to six representatives in the Normal Schools, and in case vacancies exist

in the representatives to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the Superintendent of the county (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city), in which such candidate may reside, and shall be at least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated, shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon the presentation of such certificate to the President of a Normal School, the candidate shall be examined, under the direction of said President, in branches required by law for a Third Grade Certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require, of good health and good moral character, and after subscribing the following declaration:

I — —, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools in this state.

4. No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved.

The following synopsis of the condition of the several funds at the close of the fiscal year ending September 30, is compiled from the books of the Secretary of State and State Treasurer:

## NORMAL SCHOOL FUND.

This fund consists in the proceeds of the sales of land set apart for the support of Normal Schools by the provisions of chapter 537, general laws of 1865.

RECEIPTS.			
Sales .....	\$34,897 99	.....	
Dues .....	5,256 14	.....	
Loans .....	11,058 00	.....	
Penalties .....	44 80	.....	
	<b>\$50,756 93</b>	.....	
DISBURSEMENTS.			
Iowa county loan .....			\$50,000 00
Milwaukee water bonds purchased .....			20,000 00
Refunded for overpayments .....			511 07
	<b>\$50,756 93</b>		<b>\$70,511 07</b>
Balance September 30, 1873.....	41,884 14	.....	
Balance September 30, 1874.....		.....	21,630 00
	<b>\$92,141 07</b>		<b>\$92,141 07</b>
Amount of productive fund, Sept. 30, 1873 .....			\$918,643 48
Decreased by payments on certificates of sale.....	\$5,256 14	.....	
Decreased by forfeitures on certificates of sale .....	2,559 00	.....	
Decreased by payments on loans .....	8,558 00	.....	
Decreased by forfeitures on mortgages .....	1,150 00	.....	
			17,523 14
			<b>\$901,120 34</b>
Increased by new certificates of sale.....	\$2,686 00	.....	
Increased by Milwaukee city bonds .....	20,000 00	.....	
Increased by Iowa county loan.....	50,000 00	.....	
			72,686 00
Total productive fund Sept. 30, 1874.....			<b>\$973,806 34</b>

The amounts of productive funds on the 30th days of September, 1873 and 1874 respectively, were as follows:

	1873.	1874.
Amount due on certificates of sales.....	\$55,781 43	\$50,602 29
Amount due on mortgages.....	147,312 05	137,604 05
Certificates of indebtedness ..	512,600 00	512,600 00
United States bonds.....	43,000 00	43,000 00
Milwaukee water bonds .....	140,000 00	160,000 00
Town bonds .....	20,000 00	20,000 00
Iowa county loan.....		50,000 00
	<b>\$918,643 48</b>	<b>\$973,806 34</b>

Showing an increase during the year of \$55,162.86.

## NORMAL SCHOOL FUND INCOME.

The following statement exhibits the various sources from which this income was received during the past year; and the disbursements therefrom:

RECEIPTS.		
Balance in Fund October 1, 1873.....		\$54,669 85
Interest on certificates and loans.....	\$18,890 87	
Interest on certificates of indebtedness.....	85,882 00	
Tuition fees — Platteville Normal School.....	4,376 80	
Tuition fees — Whitewater Normal School.....	2,310 95	
Tuition fees — Oshkosh Normal School.....	3,703 42	
Interest on U. S. 5-20 bonds.....	2,870 25	
Interest on Milwaukee water works bonds.....	14,976 11	
Commissions on purchase of Mil. water works bd's	400 00	
Interest on loan to Madison City board of educa-		
tion.....	875 00	
Interest on Troy town bonds.....	280 00	
Interest on River Falls town bonds.....	700 00	
Interest on Kinnickinic town bonds.....	210 00	
Interest on Clifton town bonds.....	210 00	
		80,184 90
<b>Total</b> .....		<b>\$134,854.25</b>
DISBURSEMENTS.		
Platteville Normal School — salaries of teachers,		
supplies, etc .....	\$19,648 61	
Whitewater Normal School — salaries of teachers,		
supplies, etc.....	16,035 80	
Oshkosh Normal School — salaries of teachers,		
supplies, etc .....	17,782 40	
Expense of regents .....	480 56	
Institutes .....	4,027 83	
Expenses .....	2,999 65	
Refunded for overpayments.....	153 85	
	\$61,128 70	
Balance, September 30, 1874 .....	73,725 55	
<b>Total</b> .....		<b>\$134,854.25</b>

## RIVER FALLS NORMAL SCHOOL BUILDING FUND.

This fund consists of moneys to be used in the building of a Normal school at River Falls in accordance with the provisions of chapter 151, general laws of 1869, relating to normal schools.

DISBURSEMENTS.		
E. A. Henry, contractor .....		\$2,347 08
D. R. Jones, architect .....		1,000 00
Bryant & Bingham, contractors.....		12,251 15
Madison Democrat, advertising .....		13 00
H. A. Taylor & Co..... do. ....		13 60
		<hr/>
Balance, September 30, 1873 .....	\$25,000 00	\$15,624 83
Balance, September 30, 1874 .....		9,375 17
	<hr/>	<hr/>
	\$25,000 00	\$25,000 00

For receipts from various sources, and summary of expenditures, reference is made to the foregoing table of Normal School Fund Income.

## STATEMENT OF EXPENDITURES.

A classified statement of expenditures is herewith submitted:

Total amount expended for Institutes.....	\$5,092 59
Amount of Regents' expenses.....	480 56
On salary of Secretary of Board Regents Normal Schools.....	225 00
Amount expended for Oshkosh Normal School .....	3,764 47
Amount expended for Platteville .....do.....	6,492 02
Amount expended for Whitewater .....do.....	2,558 70
Amount expended for River Falls Normal School Building.....	10,815 02
Amount paid for salaries of teachers and janitor in Platteville Normal School .....	11,280 00
Amount paid for salaries of teachers and janitor in Whitewater Normal School .....	11,480 00
Amount paid for salaries of teachers and janitor in Oshkosh Normal School ..	11,885 00
Amount paid on insurance Normal School buildings.....	2,145 00
Miscellaneous expenditures.....	2,666 10
	<hr/>
Total.....	<u>\$68,834 46</u>

## APPARATUS, CABINETS, LIBRARIES.

The apparatus, cabinet and library of each school is being steadily replenished, and no effort is spared to train every pupil in our normal schools to such methods and habits of observation as shall lead them to seek with intelligent eagerness in the laboratory, the cabinet and the library for assistance to unfold and understand the practical lessons of nature's everyday teachings.

## MODEL SCHOOLS.

Our model or training schools, indispensable as schools of practice and observation for the young teachers, are being steadily raised to such a standard of excellence, as to compel praise and patronage, even with their comparatively high rates of tuition, in competition with the best public and private schools in the state.

If the time would speedily come, when we might have in all our primary schools such teachers as the best now in our "training schools," how many *men* and *women* might be developed from these nurseries of the republic, now so choked with "*sticks*"—teachers not having the "root of the matter" in them.

## SUMMARY.

On the whole, the work and progress of the year has been highly encouraging. The Fourth Normal School, at River Falls, will be ready to take its place in the work during the coming year, and thus increased facilities given to the teachers in the northwestern portion of our state, and we shall be enabled to still more efficiently organize and administer the institute work, which is growing in importance and interest every year.

For the last nine years, steadily and surely has the work of organizing the Normal Schools been advanced. With such men as Sholes and Craig, men who fell with their harness on, battling ever against ignorance and incompetence—fell but to rise again in glorified remembrance for "the good that men do lives after them,"—with all other co-laborers in the board, men tried and true; men ready in a self-sacrificing spirit to work manfully in any position assigned them, meriting the highest success by the zealous earnestness of their efforts, with no pride of opinion to bar a single ray of true light from their pathway; with such co-workers, it has been a labor of love to strive for a noble object. Opposition, criticism, and that inert negative aid, *tolerance*, which so many pride themselves on extending to all efforts for bettering the condition of our common schools, have only inspired increased activities, and made plainer the obstacles to be removed or overcome, and to-day Wisconsin stands on high vantage ground, in proud position among her sister states, in the vitally important work of securing better methods and worthier teachers in her public schools. May her motto be still "*Forward.*"

## ACCOMPANYING REPORTS.

Your careful attention is invited to the reports of Presidents Charlton, Arey and Albee for detailed information as to each school, its individual trials, achievements and aims as a separate school, and as part of the whole plan, and for their views of practical questions pertaining to organization and administration.

Respectfully submitted,

WILLIAM STARR,

*President of Board of Regents of Normal Schools.* |



## REPORTS OF PRESIDENTS OF NORMAL SCHOOLS.

## PLATTEVILLE NORMAL SCHOOL.

To the Hon. WILLIAM STARR,

*President of the Board of Regents of Normal Schools:*

DEAR SIR: It again becomes my duty to submit to you my annual report of the State Normal School at Platteville.

In reviewing the work of the past four years, during which time I have been connected with this school, I find much that is gratifying, not only in the substantial progress that has been made in scholarship, but also in the various improvements that have been made. The enlargement of the building and the additions to the library, cabinet, apparatus and furniture, give greatly increased facilities for performing the appropriate work of the school.

I am well aware, however, that while much has been accomplished, much more remains to be done. There are still defects and imperfections in our work which it will require time and patient effort to overcome. It may not be difficult to form an ideal of what a Normal School should be, but is not so easy to realize that ideal. To say nothing of his own imperfections, the teacher can work only with such material as is placed in his hands, and the length of time that he shall have that material, is not under his control. Hence his work may be imperfect through no fault of his own.

It is also well understood by every intelligent person who has given attention to the subject, that the system of Normal Schools in this country is by no means perfected. Something, doubtless, has been learned from experience and much by studying the systems of other and older countries, but much remains to be accomplished before we can have in America, a system of normal Schools based upon sound philosophical principles, suited to the genius of our institutions and perfectly adapted to our educational needs,

The following statement of attendance for the year ending June 25, 1874, is copied from the annual catalogue:

**NORMAL DEPARTMENT.**

Ladies .....	112
Gentlemen .....	83
Total .....	— 195

Classified as follows:

Senior Class .....	10
Middle Class .....	47
Junior Class .....	188
Total as above .....	— 195

**PREPARATORY AND ACADEMIC DEPARTMENT.**

Ladies .....	84
Gentlemen .....	109
Total .....	— 193

**PRIMARY DEPARTMENT** ..... 79

Whole number enrolled ..... 467

During the entire year, the students were generally faithful in their work and correct in their deportment. The moral tone of the school was good, and no serious cases of discipline arose. The year seemed to me one of the most profitable, as it was the most pleasant, of my connection with the school.

The Senior Class was examined in the various studies of the course, during the last five weeks of the summer term. The results of this examination (which was in writing), were submitted to the committee of the Board of Regents, Messrs. Chandler, Whitford and Weld, who also examined the class orally, and in accordance with the recommendation of the President of the school, admitted the following persons to the honors of graduation:

NAMES.	Post Office.	County.
Lewis Edward Cooley .....	Platteville .....	Grant.
Will W. Girton .....	Sandusky .....	Sauk
James Oettiker .....	Belmont .....	LaFayette.
John Marion Quick .....	Georgetown .....	Grant.
Sarah C. Bass .....	Platteville .....	Grant.
Maude Hunter Goodfellow .....	Platteville .....	Grant.
Edith E. Goodrich .....	Platteville .....	Grant.
Minnie E. Henderson .....	Patch Grove .....	Grant.
Ernestine R. Stevens .....	Mifflin ..	Iowa.
Phebe E. Trowbridge .....	Platteville .....	Grant.

The exercises of the Anniversary week were conducted according to the following

## PROGRAMME:

Sermon by Rev. W. C. Whitford, Sunday evening, June 21st.  
 Examinations, Monday, Tuesday and Wednesday A. M., June 22d, 23d, 24th.  
 Closing Exercises of Primary Department, Tuesday, June 23d, 2 o'clock P. M.  
 Address by Hon. Edward Searing, Tuesday evening, June 23d.  
 Closing Exercises of Academic Department, Wednesday, June 24th, 9 o'clock, A. M.  
 Class Day Exercises, Wednesday, P. M., June 24th.  
 Sixth Annual Commencement, Thursday, June 25th, 9½ o'clock, A. M.  
 Meeting of the Alumni Association, Thursday evening, June 25th.

It would be interesting to know the exact amount of teaching done by those who have been members of the school. I regret to say that so many of our former students fail to make their reports, that our statistics are somewhat incomplete. Careful inquiry made in January last, showed that of 550 Normal students enrolled up to that date, about 400 had taught subsequent to their enrollment, and of those who had not taught, several were still pursuing their studies in the school. Of the 195 Normal students enrolled last year, upwards of 80 taught during some part of the year or are now engaged in teaching, and nearly 50 have been constantly attending school, and have consequently had no opportunity to teach. Of the remainder, some are attending to domestic duties, some have left the state, and of many I have no definite information.

The graduates of the school now number seventy-nine. They are employed as follows:

	Gentlemen.	Ladies.	Total.
Teaching in Wisconsin.....	26	19	45
Teaching in other states .....	1	5	6
Students in higher institutions .....	4	1	5
Clergyman .....	1	.....	1
Lawyers and Law Students.....	7	.....	7
Merchant .....	1	.....	1
U. S. Mail Agent .....	1	.....	1
Farmers .....	2	.....	2
Proprietor marble works.....	1	.....	1
Married and left the profession .....	.....	2	2
Not teaching at present .....	.....	7	7
Deceased.....	1	.....	1
Total.....	45	34	79

Five of the graduates have left the profession within the last year. Of these,

One has taught three years.

Two have taught two years.

One has taught one year.

One has taught six months.

Several of those reported as "not teaching at present," will, doubtless, resume the teacher's work at an early day.

Seven members of the last graduating class are now teaching; one gentleman has entered Cornell University; and one lady having assumed the responsibilities of domestic life, may fairly be set down as having "left the profession."

The present condition of the school is, in most respects, encouraging. The recent changes in the course of study and in the organization, are proving advantageous. The new elementary course of two years will encourage many of our common school teachers to prepare themselves more thoroughly for their duties, while the advanced course of four years cannot fail to promote higher culture. The additional time required gives opportunity for increased thoroughness in the studies pursued, as well as for an enlarged *curriculum*, while it will not materially diminish the number of graduates.

The Normal School should by no means attempt to usurp the place of the university, or to do the work appropriately belonging to it, but if its course of study be so arranged as to prepare students for the university, many will be encouraged to pursue a more extended course than the school can give. I am aware that the preparation of teachers for the public schools of the state is our first duty, but I do not think the encouragement of higher education can prove detrimental to our common schools. I would therefore, respectfully recommend that the study of Greek be made elective during the last two years of the advanced course, omitting some of the branches that are less needed for admission to the classical department of the university.

The "School for Practice" is now organized in three departments, the Primary, the Intermediate, and the Academic and Preparatory, all carefully graded and well supplied with the means for doing their appropriate work. The appointment of Professor McGregor to the department of theory and practice of Teaching, gives

opportunity for a more careful supervision of our pupil teachers than has hitherto been possible.

Some changes have recently been made in the faculty of the school. Prof. McGregor having been transferred from the department of Mathematics to that of Theory and Practice, Mr. D. E. Gardner, of Neenah, was appointed Professor of Mathematics and teacher of vocal music; Miss Jennie P. Cooke, also of Neenah, was engaged as assistant in the Academic and Preparatory department, and Miss Mary Brayman, formerly of the State Normal School at Whitewater, was appointed Principal of the new Primary department. These teachers have all entered upon their duties with that enlightened zeal which gives promise of the highest success. In this connection, I gladly bear testimony to the faithful services and hearty co-operation of all my associate teachers in the school. Thanks are also due to Regent Evans, to whose watchful care the school is indebted for much of its prosperity.

The following items from our circular may be of some general interest :

FACULTY.

**EDWIN A. CHARLTON, A. M.,**

President, and Professor of Mental and Moral Science.

**DUNCAN MCGREGOR, A. M.,**

Professor of Theory and Practice of Teaching, and Conductor of Institutes, 1st District.

**D. GRAY PURMAN, A. M.,**

Professor of English Language and Literature.

**GEORGE BECK, M. S.,**

Professor of Natural Sciences.

**D. E. GARDNER,**

Professor of Mathematics and Vocal Music.

**CAROLYN E. ADAMS, PH. B.,**

Teacher of Geography and History.

SCHOOL FOR PRACTICE.

**CHARLES H. NYE,**

Principal of Academic and Preparatory Department.

**JENNIE P. COOKE,**

Assistant in Preparatory and Academic Department.

**EMELINE CURTIS,**

Principal of Intermediate Department.

**MARY BRAYMAN,**

Principal of Primary Department.

## CALENDAR, 1875.

**WINTER TERM**, 12 weeks. From Tuesday, January 5th, to Friday, March 26.

Vacation, one week.

**SPRING TERM**, 12 weeks. From Tuesday, April 6th, to Thursday, June 24th.

**CLASS DAY**, Wednesday, June 23d.

**GRADUATING EXERCISES**, Thursday, June 24th.

**MEETING OF ALUMNI ASSOCIATION**, Thursday evening, June 24th.

Vacation, ten weeks.

**FALL TERM**, 16 weeks. From Tuesday, September 7th, to Friday, December 24th.

Vacation, two weeks.

## COURSES OF STUDY.

By recent action of the Board of Regents, two Courses of Study have been adopted: viz.

I. An Elementary Course of two years.

II. An Advanced Course of four years, (including the two years of the Elementary Course.)

Students who complete the Elementary Course, will receive a certificate of graduation therein; signed by the President and Secretary of the Board of Regents, and by the President of the school. Those who complete the full course will receive a Diploma from the Board of Regents in testimony of scholarship and ability to teach.

The following table gives a summary view of both courses:

ELEMENTARY COURSE.

<i>First Year.</i>			<i>Second Year.</i>		
FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.
Practical Arithmetic.	Practical Arithmetic.	Elementary Algebra.	Elementary Geometry.	Higher Arithmetic.	Reviews.
Grammar.	Grammar.	Composition.		Rhetoric.	Reviews.
Geography.	Geography.	Physical Geography.	Physiology.	Natural Philosophy.	Botany.
			U. S. History.	Constitution U. S.	Constitution Wisconsin.

Reading and Spelling, Word Analysis, Vocal Music, Drawing, Penmanship, Book Keeping, Theory and Practice of Teaching.

ADVANCED COURSE.

<i>Third Year.</i>			<i>Fourth Year.</i>		
FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.	FALL TERM, 16 weeks.	WINTER TERM, 12 weeks.	SPRING TERM, 12 weeks.
Higher Algebra.	Higher Algebra.	Geometry.	Chemistry.	Trigonometry and Surveying.	
Latin.	Latin.	Latin.	Latin.	Latin.	Latin.
Natural Philosophy.	Natural Philosophy.	Zoology.	Chiticism.	Astronomy.	Geology.
Political Economy.	General History.	Mental and Moral Philosophy.		English Literature.	

Educational History, School Laws of Wisconsin, Methods of Teaching and Practice in Model School.

NOTE.—Those who take the Advanced Course, will begin the study of Latin at the middle of the Second year.

In conclusion, I beg leave to tender to you and to your associates in the Board of Regents, my unfeigned thanks for your unvarying kindness and hearty support during the past four years, and to assure you that it will be my earnest endeavor to merit your approval in time to come.

With great respect,

I remain your obedient servant,

EDWIN A. CHARLTON.

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WHITEWATER NORMAL SCHOOL.

HON. WILLIAM STARR,

*President of Board of Regents of Normal Schools:*

I respectfully present the following statement of the conduct of the State Normal School at Whitewater, during the year closing June 18, 1874.

STATISTICS.

The whole number of students in attendance was three hundred and fifty-six; two hundred and thirty of these were normal students, and one hundred and twenty-two were in the training department. This number more than filled the working capacity of the institution, while others applied for admission, but were refused for want of accommodation. A class of fifteen graduated from the three years' course, making the whole number of graduates fifty-one.

Of the undergraduates, seventy-eight have taken charge of district schools, making the whole number of teachers furnished from this institution during the past year, NINETY-THREE.

GRADUATES OF 1874.

This class consisted of ten ladies and five gentlemen, all of whom, on the opening of the public schools in September, accepted positions as teachers. The following list will give their names and places of employment:



<i>Names.</i>	<i>Where teaching.</i>
James M. Allen, - - - - -	- Randolph.
Ellie R. Adams, - - - - -	- La Crosse.
Ira M. Buell, - - - - -	- Whitewater.
Maria Bivins, - - - - -	- Milwaukee.
Garry E. Oulver, - - - - -	- Whitewater.
Clemence H. Cole, - - - - -	- Darien.
Anna A. Collins, - - - - -	- Milwaukee.
Mary Kneeland, - - - - -	- La Crosse.
Stephen B. Lewis, - - - - -	- Clinton Junction.
Margaret Lyons, - - - - -	- La Crosse.
Fanny L. Mather, - - - - -	- Beaver Dam.
Jannet E. Stewart, - - - - -	- Menominee.
Herbert E. Wood, - - - - -	- Lyons.
Ruth E. Wales, - - - - -	- La Crosse.
Sarah A. Week, - - - - -	- Milwaukee.

#### CHARACTER OF THE STUDENTS.

With rarely any exception, all who applied seemed to have a thorough appreciation of the responsibility of the work for which they came to prepare. Many entered the institution who came, relying upon themselves for the slender means which were to support them during their efforts of preparation. When these limited resources were exhausted such students returned to the district school and labored with honest zeal to instruct those under their charge, and to procure the means to return for another month or two, a term, or perhaps a year. Frequently sickness or other unforeseen trials would arrest the progress of the student until six years had been spent on the work which, if means and health had been granted, would have been accomplished in three. These self-denials, though retarding the work of the student and the school, in the ultimate result secure for them a riper scholarship and a richer experience; for the institution, better representatives of its ideas, and for the state, instructors with broader views.

Intellectually, many present themselves with very crude knowledge, even in the most elementary ideas, notwithstanding they may have taught a number of years, and, perhaps, according to their own criterion, successfully. Three of four out of the number who have entered the institution have had a systematic training in the subject of geography. Many have entered who could solve the examples in an ordinary practical arithmetic, but with few exceptions, they are found to possess no proper understanding of the principles which these examples illustrate.

Many of the candidates manifest great indifference to the subject of grammar, having frequently become disgusted with their efforts to teach it in the district schools. A proper handling of the subject, however, beginning at first principles, has proved successful in removing this apathy.

On other elementary subjects similar conditions have been found to exist in a majority of those who offered themselves for admission to the institution.

Underlying these defects one redeeming trait, with rare exceptions, has always presented itself — an earnest, honest spirit in a sound body, controlled by a healthy moral nature. The moral character has always been above reproach; and on this, the work of instruction, both practical and theoretical, is commenced. Advancement is produced in the student on clear convictions of the conscience of each, which awakens the individuality of all, and develops in them a thorough respect for their chosen work.

#### FACULTY.

At the close of the year, Dr. H. H. Greenman resigned his position as instructor of vocal music. His term of service was of marked value to the school and its faculty, and students parted from him with regret.

Mr. G. E. Culver, a graduate of the institution, was appointed to fill the vacancy.

The Faculty now consists of the following members:

OLIVER AREY, A. M., PRESIDENT,  
Professor of Mental and Moral Philosophy and Pedagogics.

S. S. ROCKWOOD, A. M.,  
Professor of Mathematics.

ALBERT SALISBURY, A. M.,  
Professor of History and Conductor of Institutes.

H. E. COPELAND, Ph. B.,  
Professor of Natural Science.

MRS. H. E. G. AREY, A. M.,  
Teacher of Rhetoric, English Literature and Drawing.

MISS C. H. LILY,  
Teacher of English Grammar and Latin.

MISS M. DELANY,  
Teacher of Geography, U. S. History and Civil Government.

MISS ANNIE M. GREENE,  
Principal and Critic in Academic Department.

MISS S. E. ELDRIDGE,  
Principal and Critic in Primary Department.

GARRY E. CULVER,  
Teacher of Vocal Music, Penmanship and Gymnastics.

MISS VIRGINIA DEICHMAN,  
Teacher of Instrumental Music.

#### COURSES OF STUDY.

At the annual meeting of the Board of Regents for Normal Schools a change was made in the courses of study in the institutions under their charge. Instead of one course of three years, two were provided that the wants of the state might be more efficiently met. The first of these courses, the Elementary, requires two years of study—the second, the Advanced Course, four.

*Elementary Course.*—This course is designed to prepare teachers for work in the district schools, and is addressed largely to the powers of intuition, observation and memory. A graduate from this course will receive a five years' certificate, which, when it has been countersigned after a year successful teaching, will exempt the holder during the period named from examination for the district schools of the state in the branches covered by this course.

*Advanced Course.*—This course for the first two years is the same as the Elementary, with the exception that Latin is substituted one term for Rhetoric. The remaining two years are devoted to those studies which will prepare students both theoretically and practically to take charge of the graded and high schools of the state.

A graduate from this course will receive a diploma which, after one year's successful teaching, will be countersigned by the State Superintendent. The diploma, when, countersigned, will exempt the holders from examination as instructors in the common schools of the state, unless cancelled by state authority for unworthy conduct.

*Academic Class.*—Preparatory to these courses an academic class will be formed for the accommodation of those students who are not sufficiently advanced to enter at once on the normal course. Students in this class will be charged a tuition of 50 cents a week,



ADVANCED COURSE.		<i>Junior.</i>				FIRST TERM.	10 weeks.	University Algebra.	Latin.	Rhetoric.	Drawing.
						10 weeks.	University Algebra.	Latin.	English Literature.	Drawing.	
		SECOND TERM.	10 weeks.	Geometry.	Latin.	Chemical Physics.	Training Scho'l Practice.				
		10 weeks.	Trigonometry.	Latin.	Chemistry.	Training Scho'l Practice.					
		<i>Senior.</i>				FIRST TERM.	10 weeks.	Geology.	Latin.	Political Economy.	Training Scho'l Practice.
						10 weeks.	Zoology.	Latin.	Mental Science.	REVIEWS. Algebra and Geometry.	
						SECOND TERM.	10 weeks.	Astronomy.	Latin.	Mental Science.	REVIEWS. Arithmetic and Grammar.
						10 weeks.	Moral Science.	Latin.	Pedagogics.		

Penmanship, Vocal Music, Discussions, Lectures and Gymnastics through the course.

#### DEPARTMENT OF NATURAL SCIENCE.

During the year substantial additions have been made to this department, chiefly of a marine character. Fine specimens of corals, sponges, molluscs, gorgons, etc., have been secured, together with many typical specimens of life from Penekese Island and its vicinity. For these last named specimens the school is indebted to the untiring labors of Prof. Copeland.

#### TRANSFER OF STUDENTS.

Occasions not unfrequently occur when it becomes necessary to transfer students from the privileges of one school to those of another. When such action becomes necessary, it is evident some uniform custom should prevail as regards the conditions on which the transfer should be made. It should be clearly defined whether the student shall pass directly from the care of one school, with or without credentials, to that of another; or whether he should return to his district and secure a new appointment with which to

present himself for admission to the school he may wish to attend. These considerations appear, to me, to demand attention. I would therefore suggest, that the harmony of the schools may be conserved and personal misunderstandings avoided, that the board take such action in these premises as the interest of the institutions under its charge shall warrant.

#### EXPULSION OF STUDENTS.

No regulation exists bearing either upon suspension or expulsion, and perhaps to the present time no necessity has called for action in this direction, but the Normal schools are in a process of development involving the interests of school systems as well as individuals, which fact demands that some action be taken on these subjects. There is little doubt but the faculty of each institution will exercise judicious care in such cases, yet instances may occur when supervision by the board will be necessary. As the matter now stands, the student has no redress for possible injustice, nor the instructors any well defined ground of action in instances in which the welfare of more than one school is involved. If an understanding between the board and the several faculties of the schools could be had which should tend towards unity and similarity of action on these points, it would give weight to any necessary effort to secure the public school system against unworthy teachers. The occasions for such action are, happily, very infrequent.

#### MEMBERS OF THE BOARD.

The school has been visited frequently by members of the board, who have on all occasions taken a deep interest in the welfare of the institution. No opportunity to render it more efficient has been passed over without due consideration, and taking such action as the interest of the school appeared to demand. Of the Regents who have visited the Institution, may be named Messrs. Starr, Chandler, Weeks, White, Whitford, Weld, Evans, Smith and the Superintendent of Public Instruction.

#### BOARD OF STATE EXAMINERS.

The board of examiners appointed by the Superintendent of Public Instruction, consisting of Professors Alexander Kerr, of the State University, S. R. Winchell, of Milwaukee High School, and H. A. Hobart, Supt. schools of Winnebago county, visited the



## AVERAGE MEMBERSHIP OF CLASSES.

	<i>Terms.</i>
"Third Year" Class, 11 pupils .....	7.40
"Second Year" Class, 45 pupils .....	5.15
"First Year" Class, 115 pupils .....	2.57
"Preparatory" Class, 97 pupils .....	1.80
Total average .....	<u>2.74</u>

## NUMBER TEACHING.

215 of the total enrollment are known to have taught since leaving school.

100 pupils, enrolled during 1873-'74, taught during the year; 83 are teaching at the present time.

Thirty-six counties of Wisconsin were represented in the school during the year.

## MODEL SCHOOL.

	Girls.	Boys.	Total.
Grammar Department.....	76	51	127
Intermediate Department.....	25	26	51
Primary Department.....	42	29	71

Twenty-seven pupils of Grammar Department were from other counties than Winnebago.

By an inspection of the foregoing tables, you will observe that there is a great disproportion between the *enrollment* and average *membership* during the fall and spring terms, which results from the great number who leave during those terms to engage in teaching.

While this is a serious impediment to satisfactory classification and habits of application in study, still the term of teaching is no small compensation for the lack of school privilege. The truth or method, but dimly apprehended as pupil, becomes real and definite when seen in the light of his teaching experience. The narrow interpretation of the task takes a broader and deeper character when he has striven to impress it upon others; and many a nature, hitherto sluggish or careless in moral perceptions, has been stirred to earnest reflection regarding the springs of human action, when made responsible for the right and wrong in a school of two score children. When these young teachers return to the Normal, it is with clearer views, more earnest purposes and more definite aims, that they take up the work of preparation for wider usefulness. This actual encounter with the real obstacles and difficulties of our work, afford



a test of fitness from which there is no appeal; and thus, by a process of "natural selection," those not intended for the teacher's work learn the lesson while yet there is time to win success in other avocations.

As a result of this conviction that advanced culture is more advantageously gained after experience has shown its need, and prepared the mind to grasp its principles, every member of the "third year" class, and seven-ninths of those in the second year's work have taught one or more terms since enrollment, or had gained a long experience previously.

#### PRACTICE WORK.

Preparatory to independent management of schools, the practice work of the Normal has been more fully developed than in previous years.

Students of the first year, after a course of thirty lectures upon the art of teaching, devote a portion of each day during the winter term, under specific direction, to observation of class work and school management in the different departments. Their record of observations and conclusions is submitted to the president for inspection and advice.

During the last term of the first year's work, the students are required to conduct class exercises, in the various elementary branches, in the presence of their classmates and the president. At the close of each exercise, its merits and imperfections are pointed out by classmates and president. This work, together with lectures upon specific methods of teaching the several branches, is preparatory to continuous class teaching in the second year, when each student takes charge of one or more classes in the Model School departments during, at least, half a term. The work in each department is so arranged that the teachers of the respective departments devote their entire attention to the student class-work during those hours, and at the daily meeting of the students, a teacher in each department inspects each student's plan of work, and gives suggestions and directions based upon their observation of class-work. A record of each student's excellencies and defects as a teacher is made by each critic teacher, and kept on file.

To test the student's ability to deal with older minds and advanced thought, the recitations in the advanced branches are conducted once a week by a member of the class.

**COURSES OF STUDY.**  
**ELEMENTARY COURSE.**

<i>Preparatory Class.</i>		<i>First Year.</i>			<i>Second Year.</i>		
ONE OR MORE TERMS.	FALL TERM. 17 weeks.	WINTER TERM. 10 weeks.	SPRING TERM. 13 weeks.	FALL TERM 17 weeks.	WINTER TERM. 10 weeks.	SPRING TERM. 13 weeks.	
MATHEMATICS .....	Arithmetic.	Book-keeping.		Elementary Algebra.	Geometry.	Geometry. Arithmetic.	
LANGUAGE.....	Reading.	Reading.	Grammar.	Sentential Analysis.	Analytical Reading.		
NATURAL SCIENCES.....	Geography.	Geography.	Botany.	Natural Philology.	Physiology.	Physical Geography.	
HISTORY.....	Grammar.	U. S. History.	Civil Government.		Drawing.		
GENERAL DRILLS.....	Spelling, Penmanship.	Spelling 8 weeks. Vocal Mus. 8 wks. Penmanship 9 wk	Drawing, Vocal Music, 8 weeks.	Composition.	Reviews.	Reviews.	
PROFESSIONAL TRAINING.....		Art of Teaching. (Institute Lectures.)	Lectures, School Management.	Class Work in Training School, Reports and Conference Class, weekly.			

## ADVANCED COURSE.

*Junior Year.*

FALL TERM. 18 Weeks.	WINTER TERM. 10 Weeks.	SPRING TERM. 13 Weeks.
Geometry and Trigonometry.	Higher Algebra.	Higher Algebra.
General History.	General History.	Rhetoric.
Zoology.	Astronomy.	Latin.
Latin.	Latin.	
	<i>Lectures:</i> School Systems. School Laws of Wisconsin.	

*Senior Year.*

FALL TERM.	WINTER TERM.	SPRING TERM.
Political Economy.	Mental Science.	Mental Science.
English Literature.	Chemistry and Geology.	Geology.
Chemistry.	Latin.	Latin.
Latin.	<i>Lectures:</i> History of Education.	Reviews.

The above outline of the *academic* work of the school is prepared in accordance with the recent action of the board of Regents, which prescribes two courses of study.

The arrangement of an elementary course of study proves, as was expected, a strong incentive to a higher culture, with a large majority of our students. Many letters are received from former

pupils, inquiring whether it is really true that by a few terms more work, a certificate can be obtained. While there may be a difference of opinion among thoughtful men, whether a high culture, in its true or accepted sense, is desirable for teachers of every grade of school, there can be no dispute regarding the need of better scholarship and better knowledge of the work, on the part of our teachers. Normal students may be classed first as those intending to teach but a few years, and second those proposing to make it the principal work of life. The latter class is composed of some fitting for work in primary or other grades of work below the High school; and others who aim to fill the highest positions in the public schools of the state, either as instructors or managers of school systems. Experience shows that by far the larger number enrolled belong to the first mentioned class. Experience also proves that, at least during the earlier years of his work, the teacher emphasizes what was emphasized by his teacher, and deems of little moment what his instructors failed to make prominent in his tuition. Thus the work of imitative natures, and of those who do not engage in teaching long enough to learn lessons from their own mistakes and short-comings, is mainly traditional.

We have, then, only to learn what should be taught in the common schools of the State, and the mode and degree of thoroughness of that instruction, in order to determine the *first* duty of a Normal School.

If the needs and reflection of generations have rendered it quite certain that good instruction in those branches termed "elementary" or "common school," is the first requisite in the life of the child, whether it be in preparation for immediate duties of life, or as a basis for advanced school culture, then teachers trained in a Normal School ought to be fitted to do *this* work, at least, well, else we fail in our duty of preparing teachers for the service demanded.

Not one in twenty of the pupils enrolled in this school has a reasonably thorough knowledge of the elementary branches. Nor do we think these are exceptions to the average scholarship in the State. Many of these applicants have pursued quite extended courses of study in "higher" branches, yet almost invariably claim "*rustiness*" at the close of an examination upon "third grade" branches.

In view of these facts, the above elementary course has been framed for a somewhat extended work in the common school

branches. This is done with the firm conviction that, given a mind but little cultivated, a slender purse, and time limited to a few months, a year or two, the teacher is best prepared for his work by *direct* rather than indirect culture; by learning to handle the instruments of his future labors instead of others remotely related to them. While fully aware that a broader culture, and, especially, a more intimate realization of the life problem, which he is to aid his pupil to solve, is most desirable in every teacher, is it certain that breadth is not too often sought at the expense of depth and sure foundation?

Every youth, whether in a brief or extended course, is obliged to select certain sciences and branches, whose study and investigation may give the information, discipline and culture most needed in his life work. If undecided as to what that work is to be, he chooses, or has marked out for him, a general course, such as shall not leave him wholly unprepared for the work to come, even though some lack is certain. If, on the other hand, an early decision has made another's purpose definite, would it be the part of wisdom to carefully tread in the tracks of his undecided brother?

A ship with breadth of beam equal to its length of keel, may be symmetrical in the abstract; but the element in which it is to move, and the service it has to perform, have predetermined the lines of its keel, and it is useful or useless according as the builder observes or disregards the composition of forces and the laws of resistance. So the teacher will be successful in such degree as his preparation conforms to the nature of his work.

Fortunately, the work of the profession is so broad in its requirements, that a Normal School, doing its legitimate business, is not subject to the criticism, often made upon professional or technical schools, that the culture is "narrow."

The degree of culture gained in any and every school, varies with the capacity, industry and mental habits of the students as well as with the time devoted to study.

The great impediment to the best results in normal work, is not that its field is contracted, but all too extensive for the time spent. And the more earnestly a school endeavors to make sure of the pupil's culture from the rudiments, instead of accepting his brief examination upon the rudiments as conclusive, and "asking no

questions for conscience' sake," the more it finds its labors pressing beyond the limits of time assigned.

The extension of time required for the complete course has been received with hearty welcome by every student who is striving to make his work one of preparation for future duties and not for a passport.

All feel that a culture commensurate with responsibilities is due to the profession and the public. But while the time has been increased, the required attainments in additional branches have kept pace; and an inspection of the outline of study will discover but little diminution of term toil. Too great a diversity of study is attempted in each year's work, where more is attempted than a rehearsal of memorized text. Time is needed for comparison of facts learned, and the tracing and establishing of relations, if we would cultivate thought. The farmer who estimates his yield in proportion to the growth of straw, has not learned his business. It has become a truism among thoughtful men, that teachers, pupils and patrons do far too often estimate the returns of school work by a similar standard; and not until tested upon life's threshing floor is the "shrinkage" seen.

It is the aim of this school to so adjust the proportions of mental work that perception, reflection, judgment and reason shall do their full part in the work with memory, their long suffering and much abused brother; yet so insufficient is the time that the best results of effort are rarely obtained.

If it be the duty of Normal Schools to fit teachers to do their duty in the highest as well as lowest public schools, a riper scholarship obtained, not by multiplying studies, but by more time spent in investigation and thought, is justly required of our graduates.

#### TEACHERS.

The following is the list of instructors employed in this school for the current year:

**GEORGE S. ALBEE,**  
President;

Mental and Social Science, and School Management.

**ROBERT GRAHAM,**

Music, Reading and Conductor of Institutes.

**WILLIAM A. KELLERMAN,**

Natural Sciences.

**MISS ANNA W. MOODY,**

History and Rhetoric.

MISS MARY H. LADD,  
Mathematics and Latin.

MISS MARTHA E. HAZARD,  
Music, Drawing and Callisthenics.

MRS. HELEN E. BATEMAN,  
Reading, Grammar and Composition.

MISS ROSE C. SWART,  
Geo,graphy and Penmanship.

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MODEL SCHOOL.

ROBERT GRAHAM,  
Director.

MISS MARIA S. HILL,  
Teacher Grammar Department.

MISS FRANCES S. ALBEE,  
Teacher Intermediate Department.

MISS MARTHA KIDDER,  
Teacher Primary Department.

After two years of faithful and efficient service, Prof. H. C. Bowen deemed it a duty to add to his present high attainments by a course of study in his chosen field, at the Universities of Germany. The influence of his accurate scholarship and noble character was felt by every pupil. His teaching, never borrowing the display of the mountebank, was a clear inculcation of truth. His example as a man was worthy of his teaching.

Through the liberality of the board, several changes have been made in the Normal building, which add greatly to the efficiency of our work. The assembly room has been enlarged to a capacity for 200 pupils, and the increased space fully occupied during the present term. The heating and ventilation has been remodeled, and leaves, in this respect, little chance for improvement. The natural history cabinet and reading room are nearly finished, and will be in use during the coming term.

The experience of the past year, both in the school and in results of work done by pupils abroad, while it has deepened some convictions, has enabled us to adapt the work more nearly to present needs. With the hope that the lessons taught by each year's errors and successes may work together for the cause of good education in our State, I remain,

Respectfully yours,

OSHKOSH, Wis., Dec. 7, 1874.

G. S. ALBEE.  
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## REPORTS OF EXAMINING COMMITTEES.

### PLATTEVILLE NORMAL SCHOOL.

To the Hon. EDWARD SEARING,  
*State Superintendent of Public Instruction:*

Your committee appointed to visit the Platteville Normal School, beg to submit the following report:

The two of the members whose names are adhibited, and who are alone responsible for this report, together visited Platteville and spent two or three days in the school during the month of December; and again spent three or four days at the close of the scholastic year in June. The other member, Prof. D. E. Gardiner, made his visit in the spring.

Assuming that the chief object of education is to induce and assure just methods and habits of thought, and that the purpose of the state in its liberal endowment of our Normal schools was to produce teachers possessing such characteristics, teachers trained to habits of accurate observation and sound induction—endowed with such zeal and power as to enable them to impress the like characteristics upon the schools throughout the state to which they might be called, we have sought in the short time which we could devote to the work, to ascertain how far such results are secured at the Platteville Normal school, and beg here to acknowledge the readiness with which the president and faculty afforded us every facility for making the necessary investigations.

We were gratified to find in some of the recitations, and in some of the examination papers which we inspected, evidences of ready and accurate scholarship, doubtless the result of a mastery by the students, of the principles involved, and believe that the benefit to the state from the subsequent labors of such students, will amply repay the state for the expense incurred in providing them the ad-



vantages of Normal training. But justice to the interests of education, to the state and to the school itself, requires us to say, that in our judgment the school is not in all respects, what the oldest Normal institution in the state ought to be. We could not hide from ourselves the fact that in certain branches there was a looseness of thought, a resting in the repetition of words merely, in the absence of a knowledge of the subject, and a consequent lack of enthusiasm, greatly to be deplored in any school, but altogether foreign to our idea of a Normal school, in which we expect to find on the part of the students in every department, whether primary or otherwise, correct concepts, corresponding precision of expression, and the intellectual exhilaration which the possession of such power confers.

The primary department (model school) is entitled to our special commendation, not only for the work accomplished in the pupils, but for the opportunity it affords the Normal students to learn the happiest methods of dealing with this most important branch of our school system, and we are glad to know that the students avail themselves of this opportunity.

The academic department appears in a most anomalous condition. The greater part of the year it is crowded to overflowing with scholars admitted it seems without any examination, without any regard to grade or fitness, and composed of such crude and incongruous material, as, with the present force employed, to defy classification or efficient instruction. This department seems to be a source of weakness instead of strength to the institution and, if not decidedly detrimental to the surrounding district schools, at least of questionable advantage to them.

Being convinced that our Normal Schools are an absolute necessity to the success of our system of education, we rejoice in every evidence that we observe of their efficiency and deplore anything that tends to bring them into disrepute. To secure their hold upon the mind of the intelligence of the state, the teachers they send out must stand pre-eminent in the mastery of the fundamental branches of learning, the peers of any of their age in general knowledge, and above all such masters in the art of teaching, that others, not having had such advantages, may learn of them, and who again in their turn, may instruct others and send them out well equipped for the work of teaching.

In order to do this we deem two things are necessary; first, that

an extension of the time for completing the course be made; and second, that a higher degree of attainment be demanded in order to admission to the Normal course.

The condition of the buildings and apparatus was excellent, and in every way suited to the requirements of the school; and the utmost harmony seemed to prevail among the faculty and between the faculty and the students.

Respectfully submitted,

ALEX. F. NORTH,

O. J. TAYLOR,

*Committee.*

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### WHITEWATER NORMAL SCHOOL.

To HON. EDWARD SEARING,

*State Superintendent of Public Instruction:*

The committee appointed to visit the Whitewater Normal School would respectfully submit the following Report for the year ending August 31, 1874.

The several members of the committee, in the course of their correspondence and personal interviews, had planned to visit the school together at least twice during the year; but conflicting engagements and the constant pressure of somewhat exacting duties rendered the plan impracticable. The statements and conclusions embodied in this brief report have been, for the most part, suggested by observations made when on March 30 and 31, all the members of the committee were present at the school.

The tendency in our American system of education, if indeed such a combination of educational forces can be called a system, is to disregard the relation which our schools sustain to each other, and consequently, to misdirect and waste our energies. This fact has been so apparent of late years that it has called forth earnest protests from governors of states, presidents of colleges, editors of leading newspapers and from thinking men in less conspicuous stations. Your committee are agreed in the conviction that our state institutions of higher grade should be leaders in educational comity, should foster the principle of co-operation, should recognize the ad-

vantages of the division of labor and should shape their courses of study with reference to each other, and with a view to securing, without loss of time and waste of labor, the best education for the greatest number. Your committee, believing that such were some of the duties which the normal schools owed themselves and to the young men and women of Wisconsin, were gratified to find the Faculty of the Whitewater Normal School sharing the convictions of men who deprecate the lack of unity in our school system. Your committee further believing friendly criticism to be more effective for good than indiscriminate praise, venture the suggestion that the curriculum of the Whitewater Normal School covers a field too large to be successfully cultivated, by the present teaching force. This remark applies particularly the Department of Natural Science. Prof. Copeland is a capable and earnest teacher; but his energies are wasted by attempting to discourse upon more sciences than any one man can successfully manage. Would it not be wiser to teach a few of these sciences more thoroughly and exhaustively and secure popular lectures upon others of them, with a view to awakening an interest in scientific studies to be pursued in after years and perhaps in other institutions? This slight change would permit such pupils as take the longer course, to give the four successive years to the study of Latin and thus gain mental discipline and culture which would be of inestimable value to them in their future work.

Very few men of liberal education will deny that there is an intimate relation between a thorough knowledge of the generic principles of language and the successful study of science and philosophy. Your committee believe such knowledge of the laws of speech to be essential to the highest success in teaching; for without the culture which results from this knowledge it is a difficult task for the teacher to make a recitation interesting, or to present a subject in such a manner as to awaken enthusiasm in his class. The power to wake up the minds of his pupils, to teach the habit of independent thinking and, of chaste and vigorous expression, is what every teacher covets. This power is, in part, an endowment of nature; but it is capable of indefinite development. Now the testimony of the great scholars in Europe and America, warrants the statement that the study of some inflected language like the Latin, pursued in a rational method for a term of years, is the best means for cultivating the rare gift of clear and forcible expression

And now, sir, your committee would respectfully petition the Regents to consider the propriety of so far modifying the course of study as to give the students four years' training in Latin. We sincerely believe that should this slight change be made, the interests of science would suffer no detriment, and the teaching power of the Normal graduates would be increased.

The Whitewater Normal School is too well known in Wisconsin as a power to promote accurate scholarship and sound morality, to need a word of commendation from us. Even a careless visitor could not fail to observe that the members of the faculty give President Arey their cordial support, and that the students thoroughly believe in him. Given these two conditions in a well equipped institution of learning and success will be pretty certain to reward the honest and faithful efforts of its teachers.

Your committee were very favorably impressed with the earnest and loyal spirit, which pervaded the school, and with the almost perfect order which was secured without severity or friction. After visiting nearly every class, we found the instruction, as was to be expected, somewhat unequal in quality. But none of it was poor and much was excellent. We may mention without fear of seeming invidious, the great value to the senior class and indirectly to the whole school of President Arey's lectures, on ethics and pedagogics. These subjects could not be omitted from the course without injury to the school. Presented, as they are by President Arey, with clearness and power, they must serve to develop two things essential to a teacher, an educated conscience and the ability to organize a school.

Respectfully submitted.

ALEXANDER KERR,  
S. R. WINCHELL,  
H. A. HOBART,

*Committee.*

10—SUPT.

## OSHKOSH NORMAL SCHOOL.

HON. EDWARD SEARING,  
*Superintendent Public Instruction.*

The committee appointed by your predecessor to visit the Oshkosh Normal School, would respectfully report that they have visited the school, though not in a body. One of the committee made two visits, another one, and the third member not any, his business in term time being such as to render it impossible for him to do so. Herein we set forth the result of our observations:

This school was organized September 1, 1871, with forty-three pupils in the normal department, and thirty-six in the preparatory. During the past year, 268 pupils have been enrolled in the normal department, 117 in the grammar, 51 in the intermediate, and 71 in the primary. The total enrollment in the normal department since the organization of the school in 1871, is 475. The whole number in the other departments has not been enumerated. Thirty-six counties have been represented in the school, and six states. The average attendance of the pupils enrolled the past year has been as follows: Third year students, 7.4 terms; second year students, 5.15 terms; first year students, 2.27 terms. Preparatory students (examined twice a year for promotion) 1, 3 terms. The number of students enrolled since the organization of the school, who have been known to teach, is two hundred and fifteen. Of the number enrolled during the past year, sixty-nine have been known to teach some portion of the year.

From these facts we can form some idea of the usefulness of the school. One can determine, therefrom, to some extent, whether the school is local in its influence. His opinion could be still more strengthened, if he knew where these pupils had been engaged in teaching. The school exerts its influence where the pupils teach. They have generally taught, no doubt, in their own counties, and, if so, the general influence of the school is by no means local.

Your committee found the general order and mechanical arrangements of the school excellent. We are aware that many people regard the *machinery* of a school, as they call it, as a matter of

trifling moment and a waste of time; whereas, it is a very important part of school discipline and a sure means of economizing time. A large portion of a child's education consists in acquiring self-control and self-application to the task before him, and in training the will. Refraining from communication, applying himself diligently to what he has to do, and controlling his mental powers upon the subject in hand, are necessary parts of a child's school work. These habits he must acquire. The training to secure these habits is a part of the pupil's moral education. People are apt to forget this. In young persons the will is not yet educated, self-control is not yet acquired, and hence they must be subject to the will and control of others. All the means adopted to secure these habits of self-control and to educate the will, we call school discipline, and the peculiar excellence of this discipline is its precision, even in the minutest details. Willing and prompt obedience to every requirement must be insisted on and secured, not because it is the will of the teacher, nor because it will give the teacher pleasure, but because it is the *law* of the place, and children and youth should be trained to a prompt obedience to *law*. Herein will consist the excellence of a school, that it trains its pupils to an obedience of law, and hence makes them good citizens. Your committee are of the opinion that the discipline of the Oshkosh school is such as to bring about in very large measure the true intent of school discipline. One of the great defects in our common schools is a lack of good discipline, and hence the importance that those who are being trained to teach in them be trained according to a perfect model.

It is the opinion of your committee that the interests of this school require the services of another male teacher, and that a first-class teacher. There should be in all our normal schools a due proportion of male and female teachers, and we would say of our normal schools in general, that we are unable to see why there should be so much difference between the salaries of the Presidents and the salaries of the other male teachers. We would not have the salaries of the Presidents less, but the salaries of the others more. These schools are training schools, and the men employed in them, should possess scholarship, ability and experience, that should command a respectable salary—as good at least as these qualifications command outside of the normal school.

In reference to the instruction in the Oshkosh school, your com-

mittee has no special criticism to make other than might be made in regard to the instruction in all our normal schools. The aim and the consequent methods of instruction in a normal school, differ widely from the aim and the methods in other schools

The Normal is a professional school. Its aim is professional, nothing else. Not so with the college and the high school. Their work is that of instruction and discipline, with no professional end whatever. Therefore the methods of study and daily preparation will differ. In the normal class the pupil is to engage in the recitation, not simply to acquire disciplinary knowledge, but to know how to *impart* knowledge, and solely with reference to the profession upon which he proposes to enter. He is a teacher, not a pupil. He is not seeking knowledge and mental discipline, but professional skill. He must not lose sight of this all-important fact. It must control his life and enter into the hidden springs of his conduct in the school. He must remember that he is a teacher, preparing himself day by day to discharge the high functions of a teacher, to impart instruction, to influence character, to guide the young, to stimulate them to faithful effort, to do his share, however humble, in advancing the civilization of the age, and in building up the waste places of the earth. He is, therefore, to prepare his exercises, invent his diagrams, schedules, schemes, illustrations and explanations as if he were a teacher preparing to meet his classes; and he must also recite as if he were a teacher, giving instruction to the class of which he is a member. He is in a professional school and is learning how to teach. To this view of the case the conductor of the class must hold the mind of the pupil constantly, and the very moment his mind wanders from this view, that moment he fails to do the distinctive work of a normal pupil. He is then a mere high school pupil. The question is not now whether this curriculum of work and study is beneficial to the pupil as a man, but whether it is beneficial professionally. He is to be criticised, questioned, checked, encouraged and trained in reference to his statements of fact, the arrangement and the expression of his thoughts, and the presentation of his points, not as a pupil acquiring knowledge in the branches under discussion, but as one learning the principles and the secrets of that high calling to which he proposes to devote the business of his life; and his teacher is not only a critic upon his work, his plans, his methods and his modes of study, training him in the philosophy and the art of teaching, but a

living illustration of the power of exhaustive knowledge with which he deals, and how to impart instruction and influence character.

If the above is the true statement of the case, we may candidly submit the question, whether our normal schools possess, in a complete degree, a professional character. Are the exercises conducted in the manner indicated? Do the pupils engage in the work of the place as if they were all absorbed with this professional view of the work? We think not. But remember we have given a theoretical view of the case. The practical view is different. The very idea of a normal school presupposes that the disciplinary work of the normal pupil is, so to speak, ended, and that he now enters on his professional training. If his intellectual advancement is not such as to enable him to do the work as above indicated, the ideal normal school is no place for him, he must remain in the disciplinary school awhile longer. But the pupils that do enter our normal schools, have not finished their disciplinary education. In many cases it is hardly begun. The pupils come from rural districts, where they have had very poor advantages of education — nothing beyond the common school. They have no well defined knowledge, no power of expression, no power of reflection, and no good habits of study. Their intentions, their purposes and their ambition are exemplary and worthy of all commendation. These pupils constitute nearly all the material that presents itself at the normal schools, and they are at the same time the teachers of our common schools.

Shall we reject these pupils and shut up our Normal Schools, or shall we receive them and give them the disciplinary instruction they so much need, and, with it, such didactic and professional training as time and circumstances will allow? They cannot possibly engage in the Normal School exercises according to the theoretical views presented herein, inasmuch as it is impossible for them to acquire knowledge, assimilate it, and at the same time reproduce it in compact, logical order, with the authority of one who is master of the subject upon which he discourses. These pupils must be taught how to study, how to prepare their work, how to submit to authority and control, in order that they may the better command, and how to express themselves in clear, terse and concise language. Here is the difficulty that confronts the normal teachers, combining a disciplinary and a professional school. The task is more difficult than many seem to think. No matter what men say, the work in our Normal Schools, for a long time to come,



will and must be academic, and we only claim that such academic work shall be first-class and a model of excellence. So far as we were able to judge, during our limited stay, the teachers in the Oshkosh Normal School are working earnestly to discharge the duties of their high calling. Your committee was not only satisfied with the work done in the classes, but very much pleased.

In making our observations on this school, the question arose in the minds of your committee, whether the time has not nearly arrived when our normal schools should be organized into distinct departments of study, each department being under the general charge of a Professor. This Professor should have all necessary assistants to teach the different sections and classes of the department. Thus there should be, for instance, a Professor of Mathematics, who shall have charge of all mathematical work. There should be a Professor of Science, who shall supervise all scientific and geographical studies. There might be a Professor of Language and other Professors. Your committee believe such organization would increase the efficiency of the schools. The president of a normal school, unless he has a private secretary, as he should have, cannot attend to all the business details of the school, to the extensive correspondence and his own classes, if he has any, and at the same time supervise all the class-work as it should be done.

It still further occurs to your committee that the number of students in the normal department should be limited, not exceeding two hundred or two hundred and fifty; and we think the number in the several classes should also be limited. Where classes are large, the teacher fails to come into close personal contact with the pupils as he should. We also hope that the time is not far distant when the examination for admission to a normal school will be competitive.

There are other points which might receive attention, and the points already made might be more fully discussed, but too much space has already been occupied.

We have watched with interest the progress of our normal schools since the organization of the first in 1866, and we congratulate the people of Wisconsin that they have met with such marked success. They are sending out into all parts of the state a body of earnest teachers, and are thereby adding to the accumulating glory of our common school system.

From all the observations we can make, Oshkosh is not behind

in earnestness, in fidelity, and in the excellence of her discipline and instruction.

The schools, under all the circumstances, have done all that could be expected, and have far exceeded the expectations of many. The Board of Regents that have them in charge, and the normal teachers, are entitled to the gratitude of all for the fidelity and the wisdom with which they have discharged their sacred trust.

LA CROSSE, Wis., Aug. 31, 1874.

B. M. REYNOLDS,  
A. J. HUTTON,  
*Committee.*

# REPORTS OF UNIVERSITIES AND COLLEGES.

## UNIVERSITY OF WISCONSIN.

*Annual Report of the President of the University of Wisconsin  
for the year ending September 30, 1874.*

1. Corporate name of the institution, "The University of Wisconsin."
2. Name of the place where the institution is located, Madison.
3. Year when the institution was founded, incorporated July, 26, 1848.
4. Names of members of the Faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
John Bascom, Prest . . . . .	Philosophy . . . . .	\$3,500
J. W. Sterling, Vice Prest. . . . .	Mathematics . . . . .	2,200
Wm. F. Allen . . . . .	Latin and History . . . . .	2,000
S. H. Carpenter . . . . .	Logic and English Literature . . . . .	2,000
Alex. Kerr . . . . .	Greek . . . . .	2,000
J. B. Feuling . . . . .	German and French . . . . .	2,000
W. J. L. Nicodemus . . . . .	Military Science and Engineering . . . . .	2,000
John E. Davies . . . . .	Physics and Astronomy . . . . .	2,000
W. W. Daniells . . . . .	Chemistry . . . . .	2,000
R. D. Irving . . . . .	Geology, Mining and Metallurgy . . . . .	2,000
R. B. Anderson . . . . .	Latin . . . . .	1,200
John M. Olin . . . . .	Rhetoric and Oratory . . . . .	1,000
R. H. Brown . . . . .	Natural History . . . . .	700
J. C. Fuller . . . . .	Mathematics . . . . .	600
J. H. Salisbury . . . . .	Greek . . . . .	600
Mrs. D. E. Carson . . . . .	Preceptress . . . . .	1,000
Miss Lizzie S. Spencer . . . . .	Mathematics . . . . .	700
Miss S. A. Carver . . . . .	German . . . . .	600
Miss H. Hunter . . . . .	Vocal Music, Tuition and . . . . .	100
Miss Sue R. Earnest . . . . .	Instrumental Music . . . . .	Tu't'n
J. R. Stewart . . . . .	Drawing and Reading . . . . .	600
Law Faculty . . . . .	. . . . .	2,000

	Male.	Fem ale
5. Total number who have graduated . . . . .	298	56
6. Number who graduated at last commencement . . . . .	48	14
7. Number of students in the senior class . . . . .	26	8
8. Number of students in the junior class . . . . .	37	19
9. Number of students in the sophomore class . . . . .	52	20
10. Number of students in the freshman class . . . . .	58	24
11. Number of students not in the regular classes . . . . .	17	14
12. Number of students in the preparatory department . . . . .	71	26

13. Number of acres of land owned by institution .....	.....
14. Estimated cash value of land owned by the institution.....	.....
15. Estimated cash value of buildings owned by the institution.	\$165,889 47
16. Amount of endowments and funds, except real estate .....	441,829 11
17. Amount of income for the current year from all sources, except tuition.....	52,908 09
18. Amount received for tuition and room rent during the current year .....	8,716 70
19. Rates of tuition in collegiate department per annum, not including board .....	18 00
20. Rates of tuition in preparatory department per annum, not including board.....	18 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending Sept. 30, 1874 .....	58,068 91

JOHN BASCOM,  
*President of the University.*

### BELOIT COLLEGE.

*ANNUAL REPORT of the President of the Board of Trustees of Beloit College, for the year ending August 31, 1874.*

1. Corporate name of the institution, The Board of Trustees of Beloit College.
2. Name of the place where the institution is located, Beloit, Rock Co.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salar'.
Aaron L. Chapin, D. D., Pres...	History and Civil Polity .....	\$1,800
Rev. J. Emerson, M. A., Prof...	Greek. ....	1,500
Rev. Wm. Porter, M. A., Prof...	Latin .....	1,500
James J. Blaisdell, D. D., Prof.	Mental and Moral Philosophy.....	1,500
James H. Eaton, Ph. D., Prof..	Chemistry and Mineralogy .....	1,500
Rev. H. M. Whitney, M. A., Prof.	Rhetoric and English Literature....	1,500
Peter Hendrickson, M. A., Prof.	Modern Languages .....	1,500
Th's C. Chamberlin, M. A., Prof.	Geology, Zoology and Botany .....	1,000
Ira W. Pettibone, M. A., Prof..	Prin. of Preparatory School.....	1,500
Thomas D. Christie, M. A., Prof.	Assistants of Preparatory School....	1,000

The duties of the vacant chair of mathematics have been distributed among the other instructors.

	Male.	Female.
5. Total number who have graduated .....	210	.....
6. Number who graduated at last commencement.....	9	.....
7. Number of students in the Senior class.....	9	.....
8. Number of students in the Junior class.....	5	.....
9. Number of students in the Sophomore class .....	15	.....
10. Number of students in the Freshman class .....	29	.....
11. Number of students not in the regular classes.....	.....	.....
12. Number of students in the Preparatory department.....	114	.....

13. Number of acres of	{ Site..... 20 } land owned by lands in Wisconsin, 601 } the institution <u>1,648</u> lands in other states, 1,027 }	
14. Estimated cash value of land owned by the institution....		\$34,500 00
15. Estimated cash value of buildings owned by the institut'n.		55,500 00
16. Amount of endowments and funds except real estate .....		120,007 65
17. Amount of income for the current year from all sources except tuition.....		12,081 45
18. Amount received for tuition during the current year .....		4,131 06
19. Rates of tuition in collegiate department per annum, not including board .....		36 00
20. Rates of tuition in preparatory department per annum, not including board .....		26 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....		<u>17,926 63</u>

A. L. CHAPIN,  
*Pres. Board of Trustees.*

CARROLL COLLEGE.

*ANNUAL REPORT of the President of the Board of Trustees of Carroll College for the year ending August 31, 1874.*

1. Corporate name of the institution, Carrol College.
2. Name of the place where the institution is located, Waukesha, Wis.
3. Year when the institution was founded, 1846.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries
W. L. Rankin, A. M .....	Principal.....	\$1,200
Geo. W. Howard .....	Assistant.....	900
H. J. Morrison.....	Assistant.....	
Miss M. E. Alderkin .....	Primary Class.....	

	Male.	Female.
5. Total number who have graduated.....		
6. Number who graduated at last commencement.....		
7. Number of students in the — class.....		
8. Number of students in the — class .....		
9. Number of students in the — class .....		
10. Number of students in the — class .....		
11. Number of students not in the Regular class .....		
12. Number of students in the Preparatory Department.....	<u>83</u>	<u>68</u>

13. Number of acres of land owned by the institution .....	14
14. Estimated cash value of land owned by the institution.....	\$5,000
15. Estimated cash value of buildings owned by the institution....	10,000
16. Amount of endowments and funds except real estate.....	
17. Amount of income for the current year from all sources except tuition.....	1,000

18. Amount received for tuition during the current year.....	1,800
19. Rates of tuition in academical department per annum, not including board.....	.....
20. Rates of tuition in preparatory department per annum, not including board.....	24 to \$32
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....	2,300

VERNON TICHENOR,  
*President of the Board of Trustees.*

LAWRENCE UNIVERSITY.

*Annual Report of the President of the Board of Trustees of Lawrence University for the year ending August 31, 1874.*

1. Corporate name of the institution, The Lawrence University of Wisconsin.
2. Name of the place where the institution is located, Appleton.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries;

NAMES.	Departments of Instruction.	Salaries
Rev. Geo. M. Steele, D. D., Pres.	Claffin Professor of Ethics and Civil Polity.....	\$1,500
Hiram A. Jones, A. M.....	Prof. Ancient Languages and Literature.....	1,000
James C. Foye, A. M.....	Prof. of Chemistry and Physics.....	1,000
Wilbur F. Yocum, A. M.....	Prof. of Natural History and Geology, and Principal of the Institute.	1,000
James H. Worman, A. M.....	Non-resident Professor of Modern History and Languages ..	1,000
Oliver P. DeLand.....	Principal of Commercial School....	1,000
DeForest M. Hyde, C. E.....	Professor of Mathematics and Civil Engineering.....	800
Louise M. Hodgkins.....	Preceptress and Instructor in French and History .....	700
Harriet A. Conant, M. S.....	Instructor in Latin and Higher Eng.	600
Helen F. Smith.....	D'irector of the Juvenile Department	600
Selina A. Clark.....	Instructor in Drawing and Painting.....	.....
T. Martin Towne..	Director of the Conservat'y of Music.....	.....
Eva H. Farlin.....	Assistant in Preparatory Department.....	.....

	Male.	Female.
5. Total number who have graduated.....	109	51
6. Number who graduated at last commencement.....	8	2
7. Number of students in the Senior Class.....	9	4
8. Number of students in the Junior Class.....	5	6
9. Number of students in the Sophomore Class.....	11	7
10. Number of students in the Freshman Class.....	15	13
11. Number of students not in the regular classes.....	9	6
12. Number of students in Preparatory and Academical Department.....	<u>127</u>	<u>90</u>

13. Number of acres of land owned by the institution, about. . . . .	1,200 00
14. Estimated cash value of land owned by the institution. . . . .	\$24,900 00
15. Estimated cash value of buildings owned by the institution. . . . .	35,000 00
16. Amount of endowments and funds except real estate. . . . .	105,000 00
17. Amount of income for the current year from all sources except tuition. . . . .	5,008 00
18. Amount received for tuition during the current year. . . . .	4,880 00
19. Rates of tuition in collegiate department, not including board . . . . .	21 00
20. Rates of tuition in preparatory department per annum, not including board . . . . .	15 to 21 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874 . . . . .	<u>10,200 11</u>

G. M. STEELE,

*President of the Board of Trustees.*

### MILTON COLLEGE.

*Annual Report of the President of the Board of Trustees of Milton College, for the year ending August 31, 1874.*

1. Corporate name of the institution Milton College.
2. Name of the place where the institution is located, Milton.
3. Year when the institution was founded, as an Academy, 1844; and as a College, 1867.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
Rev. W. C. Whitford, A. M.	Natural, Mental and Moral Sciences.	\$1,000 00
Edward Searing, A. M. . . . .	Latin Language . . . . .	1,000 00
Albert Whitford, A. M. . . . .	Pure and Applied Mathematics . . . . .	1,000 00
Truman W. Saunders, A.B.	German and Greek Languages . . . . .	700 00
Lucius Heritage . . . . .	Tutor in Latin Language . . . . .	180 00
Miss Jane C. Bond, L. A. . . . .	English Department . . . . .	425 00
Mrs. Chloe C. Whitford . . . . .	Mathematics. . . . .	804 55
Miss R. Mintie Howard . . . . .	Instrumental Music. . . . .	350 00
Fred. C. Dunn . . . . .	Bookkeeping . . . . .	90 00
W. C. King. . . . .	Penmanship . . . . .	90 00
E. R. McCracken. . . . .	Telegraphing . . . . .	300 00

	Male.	Female.	Total.
5. Total number who have graduated. . . . .	50	55	105
6. Number who graduated at last commencement. . . . .	8	5	13
7. Number of students in the Senior Class . . . . .	7	1	8
8. Number of students in the Junior Class . . . . .	4	3	7
9. Number of students in the Sophomore Class. . . . .	18	10	28
10. Number of students in the Freshman Class . . . . .	22	15	37
11. Number of students not in the Regular Classes. . . . .			
12. Number of students in the Preparatory Department . . . . .	<u>100</u>	<u>50</u>	<u>150</u>

13. Number of acres of land owned by the institution . . . . . 173

14. Estimated cash value of land owned by the institution ..	\$3,900 00
15. Estimated cash value of buildings owned by the institution .....	30,550 00
16. Amount of endowments and funds except real estate....	6,000 00
17. Cabinets apparatus, Libraries and Furniture .....	5,375 00
18. Amount of income for the current year from all sources except tuition.....	385 00
19. Amount received for tuition during the current year.....	3,425 00
20. Rates of tuition in collegiate per annum, not including board .....	27,00 to \$33,00
21. Rates of tuition in preparatory department per annum, not including board .....	24,00 to 27,00
22. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874 .....	4,440 78

W. C. WHITFORD,  
*President of the Board of Trustees.*

### RACINE COLLEGE.

*Annual Report of the President of Racine College, for the year ending August 31, 1874.*

1. Corporate name of the institution, Racine College.
2. Name of the place where the institution is located, Racine.
3. Year when the institution was founded, 1852.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
Rev. James DeKoven, D. D....	President.....	\$2,800
Rev. E. B. Spalding, A. M. ....	History, and Vice President .....	1,800
Rev. Homer Wheeler, B. D. ....	Mathematics.....	1,800
Rev. Alex. Falk, Ph. D. ....	Greek .....	1,800
Rev. R. G. Hinsdale, A. M. ....	Natural Science.....	1,800
Rev. J. J. Elmendorf, S. T. D. ...	Philosophy and Belles Lettres .....	1,800
Rev. J. H. Converse, A. M. ....	Latin.....	1,800
Rev. F. S. Luther, A. M. ....	.....	1,200
Rev. Arthur Piper, B. D. ....	.....	1,200
Watson B. Hall, A. M. ....	.....	1,200
George S. Meade, A. M. ....	Rector and Masters of the Grammar School.	1,200
S. Moore Hudson, A. M. ....		850
Rev. J. G. McMurphey, B. D. ...		850
Geral R. McDowell, A. B. ....		850

	Male.	Female.
5. Total number who have graduated.....	81	....
8. Number who graduated at last commencement.....	12	....
7. Number of students in the senior class .....	10	....
8. Number of students in the junior class .....	9	....
9. Number of students in the sophomore class.....	16	....
10. Number of students in the freshman class.....	15	....
11. Number of students not in the regular classes.....	.....	.....



12. Number of students in the preparatory department, about 150 in attendance during the year.	
13. Number of acres of land owned by the institution.....	90
14. Estimated cash value of land owned by the institution.....	\$18,000
15. Estimated cash value of buildings owned by the institution...	110,000
16. Amount of endowments and funds, except real estate, about...	26,000
17. Amount of income for the current year from all sources except tuition.....	.....
18. Amount received for tuition, and board during the current year	66,587 41
19. Rates of tuition in collegiate department per annum, including board.....	\$413
20. Rates of tuition in preparatory department per annum, including board.....	413
21. Amount paid on account of expenses of the institution, exclusive of buildings and repairs, during the year ending August 31, 1874.....	.....

JAMES DEKOVEN,  
*President of the Board of Trustees.*

RIPON COLLEGE.

*Annual Report of the President of the Board of Trustees of Ripon College for the year ending August 31, 1874.*

1. Corporate name of the institution, Ripon College.
2. Name of the place where the institution is located, Ripon, Fond du Lac county.
3. Year when the institution was founded,
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
Rev. Wm. E. Merriman, D. D..	Mental and Moral Science .....	\$1,200
Rev. E. H. Merrell, A. M.....	Greek Language and Literature ...	1,000
Joseph M. Geery, A. M.....	Rhetoric and English Literature...	1,000
John C. Filmore, A. M.....	Music and German .....	.....
Carlos A. Kevaston, A. M.....	Mathematics and Astronomy .....	1,000
Rev. John P. Haire, A. M.....	Latin Language and Literature .....	900
Wm. G. Ballantine, A. M.....	Chemistry and Natural Science....	900
Mrs. C. T. Tracy .....	Matron and Instructor in Botany ..	550
Miss L. H. Adams, A. M.....	Assistant in Greek .....	550
Mrs. M. B. Norton .....	Principal of Ladies' Department and Instructor in History .....	700

	Male.	Female.
5. Total number who have graduated .....	32	23
6. Number who graduated at last commencement.....	4	3
7. Number of students in the senior class .....	4	4
8. Number of students in the junior class .....	10	5
9. Number of students in the sophomore class .....	5	3
10. Number of students in the freshman class .....	19	5
11. Number of students not in the regular classes.....	6	44
12. Number of students in the preparatory department .....	112	107

13. Number of acres of land owned by the institution .....	410
14. Estimated cash value of land owned by the institution.....	\$12,000 00
15. Estimated cash value of buildings owned by the institution.....	50,000 00
16. Amount of endowments and funds except real estate.....	46,600 00
17. Amount of income for the current year from all sources except tuition.....	14,880 48
18. Amount received for tuition during the current year.....	3,888 94
19. Rates of tuition in collegiate department per annum, not including board .....	24 00
20. Rates of tuition in preparatory department per annum, not including board .....	21 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874 .....	<u>16,240 80</u>

WM. E. MERRIMAN,

*President of the Board of Trustees.*

By E. HALL.

### WAYLAND UNIVERSITY.

*Annual Report of the President of the Board of Trustees of Wayland University, for the year ending August 31, 1874.*

1. Corporate name of the institution Wayland University.
2. Name of the place where the institution is located, Beaver Dam, Dodge county, Wisconsin.
3. Year when the institution was founded, 1854.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salary.
E. F. Stearns.....	Latin and Greek .....	\$1,000
Theron B. Pray .....	Mathematics .....	850
Miss P. Knight.....	English .....	600
Mrs. E. B. Stearns.....	Vocal Music and Sciences.....	200
Miss Emma Sharp .....	Instrumental Music.....	250

	Male.	Female.
5. Total number who have graduated.....		
6. Number who graduated at last commencement.....	8	2
7. Number of students in the senior class .....	8	2
8. Number of students in the junior class .....	4	1
9. Number of students in the freshman class.....	11	1
10. Number of students in the academic class.....	62	36
11. Number of students not in the regular classes .....		
12. Number of students in the preparatory department.....		
13. Number of acres of land owned by the institution.....		20
14. Estimated cash value of land owned by the institution.....		\$800 00
15. Estimated cash value of buildings owned by the institution...		3,200 00
16. Amount of endowments and funds except real estate .....		
17. Amount of income for the current year from all sources except tuition .....		90 00

18. Amount received for tuition during the current year .....	2,309 87
19. Rates of tuition in academical department per annum, not including board.....	30 68
20. Rates of tuition in preparatory department per annum, not including board.....	30 68
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874.....	<u>3,000 35</u>

S. P. K. LEWIS,  
*President of the Board of Trustees.*  
 Per E. F. STEARNS.

## REPORTS OF ACADEMIES AND SEMINARIES.

### ELROY SEMINARY.

*Annual Report of the President of the Board of Trustees of  
Elroy Seminary, for the year ending August 31, 1874.*

1. Corporate name of the institution, Elroy Seminary.
2. Name of the place where the institution is located, Elroy, Wisconsin.
3. Year when the institution was founded, A. D. 1873.
4. Names of members of the Faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
Rev. F. M. Washburn, A. B....	Principal.....	\$700
Mrs. M. A. Washburn, M. A....	Lady Principal...	400
Mrs. Anna M. Hopper.....	Assistant Lady Principal.....	300

	Male.	Female.
5. Total number who have graduated .....		
6. Number who graduated at last commencement.....		
7. Number of students in the — class .....		
8. Number of students in the — class .....		
9. Number of students in the — class .....		
10. Number of students in the — class .....		
11. Number of students not in the regular classes.....	10	9
12. Number of students in the preparatory department.....	11	14
13. Number of acres of land owned by the institution .....		2
14. Estimated cash value of land owned by the institution.....		\$600
15. Estimated cash value of buildings owned by the institution .....		5,000
16. Amount of endowments and funds, except real estate .....		
17. Amount of income for the current year from all sources, except tuition .....		
18. Amount received for tuition during the current year.....		850
19. Rates of tuition in academical department per annum, not includ- ing board.....		25
20. Rates of tuition in preparatory department per annum, not includ- ing board....		15
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874 .....		

C. E. BOOTH, M. D.,  
*President of the Board of Trustees.*

## KEMPER HALL.

ANNUAL REPORT of the President of the Board of Trustees of  
Kemper Hall, a Collegiate School for girls and young ladies.

1. Corporate name of the institution, Kemper Hall.
2. Name of the place where the institution is located, Kenosha.
3. Year when the institution was found, 1870.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Department of Instruction.	Salaries
Geo. M. Everhart, D. D.....	Rector and Prof. Mental Philosophy.....	
Mrs. C. A. Everhart.....	Lady Superior.....	
Miss Kate Palmer.....	English Literature Natural Science.....	
Miss M. S. Dusinger.....	Mathematics and English .....	
Miss Annie C. Phister.....	Drawing and Painting .....	
M'lle P. Cecil .....	French and German.....	
Edgar Everhart, A. B .....	Professor of Latin and Mathematics.....	
Carl Hawken, B. M.....	Professor of Music.....	
Miss Josephine Large, A. M .....	Music.....	
Miss Kate Hinsdale.....	Music.....	
Miss L. S. Nichols.....	Secretary.....	
Mrs. Sarah E. Hope.....	Matron.....	
L. W. Vigary .....	Professor of Dancing .....	

	<b>Female.</b>
5. Total number who have graduated .....	3
6. Number who graduated at last commencement.....	3
7. Number of students in the Senior class .....	3
8. Number of students in the Middle class .....	14
9. Number of students in the Junior class .....	15
10. Number of students in the — class.....	.....
11. Number of students not in the Regular classes.....	6
12. Number of students in the Preparatory department.....	<u>40</u>
13. Number of acres of land owned by the institution.....	8
14. Estimated cash value of land owned by the institution, unknown..	.....
15. Estimated cash value of buildings owned by the institution.....	.....
16. Amount of endowments and funds except real estate .....	\$2,000
17. Amount of income for the current year from all sources except tuition and board .....	500
18. Amount received for tuition during the current year and board.....	23,000
19. Rates of tuition in academical department per annum, not includ- ing board.....	100
20. Amount paid in preparatory department per annum, not including board .....	100
21. Rates of tuition on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1874, unknown .....	.....

GEO. M. EVERHART,  
*Vice President of the Board of Trustees.*

## ST. CLARA ACADEMY.

*Annual Report of the President of the Board of Trustees of St. Clara Academy, for the year ending August 31, 1874.*

1. Corporate name of the institution, St. Clara Academy.
2. Name of the place where the institution is located, Sinsinawa Mound, Grant Co., Wis.
3. Year when the institution was founded, 1852.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salar's.
Sisters of the Order of St. Dominic.	The Sciences.....	.....
	Music, Painting and Drawing.....	.....
	Languages:— Latin, French, German and Italian.....	.....

	Male.	Female.
5. Total number who have graduated.....	.....	.....
6. Number who graduated at last commencement....	1	1
7. Number of students in the sub-graduating class.....	7	7
8. Number of students in the Senior class.....	18	18
9. Number of students in the 2d Senior class.....	12	12
10. Number of students in the Junior class.....	20	20
11. Number of students not in the regular classes.....	35	35
12. Number of students in the Preparatory department....	20	20
13. Number of acres of land owned by the institution.....	300 acres.	
14. Estimated cash value of land owned by the institution....	\$15,000 00	
15. Estimated cash value of buildings owned by the institut'n.	40,000 00	
16. Amount of endowments and funds except real estate.....		
17. Amount of income for the current year from all sources except tuition.....	5,000 00	
18. Amount received for tuition during the current year.....	9,875 60	
19. Rates of tuition in academical department per annum, not including board.....	200 00	
20. Rates of tuition in preparatory department per annum, not including board.....	150 00	
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year end- ing August 31, 1874.....	14,615 00	

SR. M. EMILIE, O. S. D., *Suprs.*,  
*For President Board of Trustees.*

# EDUCATIONAL MEETINGS.

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## STATE TEACHERS' ASSOCIATION.

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### EXECUTIVE SESSION.

MADISON, WIS., December 29, 1873.

Pursuant to public notice, the executive committee of the Wisconsin Teachers' Association, with a large number of the teachers of the state, met in the room of the bank comptroller, in the state capitol, and organized under the chairmanship of B. M. Reynolds, of La Crosse, President of the Wisconsin State Teachers' Association. J. Q. Emery, of Fort Atkinson, was chosen Secretary.

Prayer was offered by Dr. Chapin, of Beloit College.

The discussion of the first topic upon the programme, "Compulsory Attendance," was opened by Superintendent Chandler of Dane county.

Mr. Chandler said that pressure of official business had prevented him from making a full preparation, but he would make no apology. This subject had been fully discussed elsewhere, and a strong pressure was being brought to adopt this measure here. All of us, no doubt wished to do right. He would call attention to a few points which should be attended to. The topic of compulsory attendance involves:

1st. The enforced attendance of every child upon the public school long enough to enable him to read, write and cipher in simple numbers. We must insist that this attendance be long enough to reach these results. This cannot be accomplished in as brief a time as one would at first think. It usually takes from five to eight years. This then, involves the enforced attendance upon school this length of time. We must look at this question in all its

hearings. We must determine the age which shall be included in the operation of this law. This will be attended with some difficulty. Select any five years of a child's life, and there will be some difficulty to say that the law shall lay its hand upon the child, and take him from the control of the parent who may need his services in manual labor.

2. This measure involves the superseding of parental authority by the state. As we look at the dangers of the state from ignorance, and the right of the state, it may not seem very objectionable, but it is an innovation, and one which will meet with opposition. And it may be questioned whether the state has the right to assume all the authority which the enforcement of this law would require. This superseding of parental authority involves other matters — it brings with the question the right of the parents to exercise their judgment as to the propriety of patronizing certain schools. Certain parents felt loth to patronize the public schools, and knowing the circumstances surrounding the public schools, he himself would not only neglect, but refuse to send to the public school.

It was a serious question whether the assumption that the merest rudiments of learning would make the child a better citizen. He would not argue against learning, but he thought that a little learning was a dangerous thing.

3. It involves the assumption that the merest fragment of learning *thus acquired* would render the child a better citizen. He was not in favor of ignorance. He was in favor of the most widely spread education. But take away the stimulus of love and bring him into bondage to compulsion, and he did not believe that we would gain as good results as now.

This law implies,

1st. Such an indifference to and neglect of our present school facilities, as to require it. It would be unwise to ask for such a law if there is not the most serious demand for it. Is there such indifference? To answer this we must fall back to statistics. The figures published show that a large number of our children are not attending school, and our last census shows that illiteracy is on the increase. He had a theory on this point, and did not think it proved indifference.

2. Such an absence of parental care and such indifference to the future welfare of their children as to demand such a law. It might be well in some cases to pass laws to provide against some future



evils. If the depraved tendencies of our nation are such as to warrant us in believing that our citizens will thus neglect their children, then it might be well to pass such a law. But we need the most positive proof that such depravity exists.

3. Such a mercenary spirit and practice in the employment of children of tender age in manual labor, as to demand such a law. If this is the case here among us, we ought to protect the children, and give them at least the care we give to dumb animals. But does this state of things exist in Wisconsin? On one side of his district they raised tobacco, and it interfered with the schooling of the children. He would go so far as to favor a law forbidding children to be kept out of school to tend tobacco. But on the other side they of his district they raised onions, and to be consistent, he must also prohibit children from being employed in weeding onions.

He had alluded to the census report of growing illiteracy. His theory was that the illiteracy does not grow out of neglect of our schools, but it was imported illiteracy. It was largely composed of grown up young people who were kept from school by their pride. He knew of cases where young men grown were reading in the same class with children of six or seven years. This did not look like neglect of school privileges.

The figures taken from his notes of visits showed that but one-half of the children in 29 districts were attending school. But this was not the fact. His visits were all before Christmas; if he should make his visits now he would find fifty per cent. of these absentees at school. The school-houses in his district average \$600 in value. There was expended on an average \$4.25 for every pupil in the district. This did not argue indifference. He had a better remedy. It was to have better schools. He was fearful that in our great zeal to have schools of a certain kind, we had lost sight of one of the greatest aims of the common school. It is the duty of the teachers, if there are scholars in the district who not do attend, to know the reason why. The old plan of boarding round was not an unmitigated evil. It would be a good thing if we could have a missionary or two in every district.

J. Q. Emery, of Ft. Atkinson continued the argument. He found himself alone in his advocacy of compulsory attendance. If he believed in the question as stated by Mr. Chandler he would also oppose it. The child had a right to an education, and no person

had a right to take it from him it. He would not favor sending all children to the public schools. We have academies and colleges which are not public schools. He would hold that the child had a right to an education and that the state has the right to enforce this education. The state has a right to say how much we must know at least that we may be safe citizens; and it has the right to demand this education. The child may get it anywhere, at home or in college, but he must have this.

Prof. North of Pewaukee, said he did not question the right of the state to see that each child should have an education. He would go further—it was the duty of parents to bring up their children to habits of industry. A close logician might go on and prove that law.

It is not expedient, for it would fail. No board of supervisors would dare to put it in force. The dog law could not be enforced. It is not necessary. In Waukesha county the per centage of attendance from 7 to 14, was over 86.

Mr. Chandler said the attendance in his district was over 90.

Mr. North said he knew that Waukesha county was not at the head, but he held that an attendance of 86 per cent. gave no cause for alarm for the commonwealth, and this was the only reason for this law.

In Waukesha county each child had on an average 40 weeks schooling. A person so educated was not a dangerous citizen.

A man was not necessarily a bad citizen because he could not read and write. He know plenty of them in Waukesha county. Whenever there was a really good school, there was a good attendance. The idea that every good-for-nothing teacher should have the power to compel the children to drink of his muddy water was an outrage. To make a horse eat, give him something better than an empty rack. To give better advantages was all the compulsion necessary.

Dr. Chapin, of Beloit College, said: Two or three questions had arisen in his mind which had been partially answered. These questions were:

1st. Is it necessary to attain the end?

2d. Is it practicable?

3d. Supposing such a law was enacted, would it accomplish the object? In some communities such might be the only remedy. But such did not seem to be the case in Wisconsin. He thought that

illiteracy had been referred to its true cause. He thought that other agencies would reach the end quicker than legislation, of which he thought we had ten times too much.

Dr. Fallows said that he had been slow in reaching the conclusion that in this state the law should step in and compel the parent to send his children to school. Looking at the working of the laws in European countries and in the states in this country where it has been adopted, and looking at the 54,000 persons in this state who could not read and write, he thought that the law should step in. There were over 50,000 children in Wisconsin who never attended school at all.

Dr. Chapin asked if Gen. Fallows had discovered any way by which the law could be enforced?

Dr. Fallows said he had not.

Dr. Chapin said that Guizot said that Gregory failed as a reformer from attempting too much.

Dr. Twombly said that he was in favor of compulsory attendance. This involved a necessity for it. If there were no children to be educated, then there was no need for it, but if children were being neglected, then he would be in favor of a law compelling them. He was satisfied that educational statistics were unreliable. He knew the law had worked well at the east. But he was not in favor of laws which the moral sentiment of the people would not enforce. The first duty would be the missionary work.

Mr. Marsh criticised the statistics. He knew that many clerks made out these figures, without leaving the house. In one instance he visited every family in the district, and found the number twenty-five too high in the clerk's report.

Mr. Rait, of Sheboygan, said that he congratulated Messrs. North and Chandler upon living in such enlightened regions. He did not; of all the children in Sheboygan, only about one-half of the census attended school. He said that in the factories there were boys deformed by being put to labor before they were strong enough, and he knew they were deformed mentally.

Rev. Mr. Pradt said it was unsafe to reason from exceptional cases; and he knew that the state of things at Sheboygan was wholly exceptional. He thought that our present work should be to make schools better; and he thought that where the schools were good, nearly the whole of the children attended school; that

the effort of attraction should be more thoroughly tried before we resort to compulsion.

Superintendent Shaw, of Madison, also presented a paper on the subject.

The subject was still further discussed by Prof. O. R. Smith and Mr. Marsh.

The discussion of the subject of Attendance on Teachers' Institutes was opened by Prof. Robert Graham: No one could doubt that intelligence was necessary to the well being of a republic. What means shall be used to secure this intelligence? Wisconsin has placed upon her constitution that district schools shall always be free. To supply these schools requires 6,000 teachers, and to properly train these teachers requires special instruction. He showed that 90 per cent. of the teachers in Wisconsin had received no special training. Can a supply of properly trained teachers be obtained? The normal schools furnish about 600; colleges and high schools as many more, but not one-quarter the number required. In this state of things, the meagre aid of institutes may be of great service. This institute work was disheartening, but faith is necessary. The Normal Board and the state have both made ample provision for these institutes. Every county superintendent is obliged to hold one each year. They should be held mainly in in September and October, to be immediately followed by examination. They should be held five days, with two sessions a day. Work to be done will be as follows: one-half given to instruction; one-third given to school methods; one-sixth to model class-work and criticism. Teachers do not attend these institutes; not 50 per cent. of the teachers attend.

Let the state superintendent see that each county superintendent holds an institute, as required by law. Let the state superintendent publish a list of county superintendents, who do, and do not, hold institutes. Let each county superintendent notify each teacher of the institute, and publish a list of teachers in attendance, and give to each teacher so attending five per cent. additional on examination; hold the institute in the fall; give at the spring examination certificates for only six months. Let each county superintendent pledge attendance of fifty per cent. of teachers, and a failure to secure this, forfeit the state aid the next year. He believed that this plan would secure and enlarged attendance. He would secure an enlarged attendance. He would emphasize par-

ticularly the point of requiring the publication, by the county superintendent, of the work to be done, so that teachers might come prepared. If they were well prepared, they would be anxious to come, while if they were consciously ignorant, they would shrink from exposing themselves to unexpected criticism.

The discussion was continued by Prof. Salisbury, of Whitewater. He said the cause of education does not command so much money that it can afford to waste a dollar of what it has. Our teachers are not yet so well equipped that they can afford to neglect any means of improvement. How shall institutes be made worth their cost? In compulsory attendance, says one; deny licenses to non-attending teachers, say others. The first essential to an increased and satisfactory attendance upon the institutes of the state, is that they be made to command the confidence of the educational public. To secure this, institutes must be really valuable. But grant perfection to the institute itself, there is yet a class of so-called teachers who will not voluntarily seek the aid offered. They have no love for perfection even, if it demand of them any intellectual exertion or pecuniary outlay. How shall they be brought to the fountains, except they be compelled? The institute can do but little for such.

The superintendent who asks for compulsory legislation gets no sympathy of mine. He, of all men, can, if he will, do most to improve the teaching force, and to keep out the cheats and drones, to awaken enthusiasm in the worthy, and to lead them to all sources of inspiration and improvement. But there are certain outward and, so to speak, mechanical measures, the adoption of which will do much to assist both superintendent and teacher, in overcoming untoward circumstances. Let it be once understood that the institute is a fixed institution of regular recurrence at convenient seasons and places, and a great step is gained. Punctuality on the part of conductors and lecturers is important. Satisfactory and definite arrangements for cheap board and good accommodations are of the highest consequence. But if we must have any compulsion in the matter, let it be local and indirect. This is the conclusion of the whole matter; the institutes must be made strong, practical, reliable, attractive, even though they cost more money and labor than has yet been expended. But above all and behind all there must stand an intelligent, honest, *live* supervision. Time

and patience are necessary; good work must be done and continue, and in this we will put our trust.

Prof. McGregor, of Plattville, said it would be the merest impertinence for him to attempt to add anything to what had been said; but he would most heartily endorse the views presented by Prof. Salisbury.

Prof. Allen, of the state university, then presented a paper upon the "Utility of classical studies as a means of mental discipline."

Prof. Winchell, of Milwaukee, said that he would not attempt any remarks in addition to the able and admirable essay of Prof. Allen. He considered the subject as one of great interest, and one worthy the careful attention of the teachers. He was heartily in sympathy with the study of the ancient classics in our high schools and colleges, and fully believed in the practical utility of classical studies. He had observed that pupils who had been drilled in the ancient tongues graduated from the high school with a far superior culture, and a better preparation for the higher courses of instruction, than those who had not pursued such studies.

Prof. Salisbury thought that these studies should be required in the Normal School, as the power of discrimination given by these studies was precisely what the teacher needs.

President Chapin asked if it would not be advisable to begin the study of grammar with Latin rather than with English as is the custom. He said that at ten years of age he had acquired a sort of knowledge of English grammar, and was pronounced competent to parse any English sentence. Then he went to grammar school and began Latin grammar school and began Latin grammar. Here a new world opened to him, and he saw that all he had learned in English grammar was a mere mechanical exercise; but here he saw that no sense could be got out of a Latin sentence before the grammar of it was understood. And he would raise the question whether it would not be advisable for children to begin the study of grammar in the Latin grammar.

Prof. Kerr said that his experience would lead him to answer the question by president Chapin in the affirmative. He had always considered the time spent in the abstrusities of English grammar as entirely wasted.

Prof. Carpenter stated that the reason why English grammar is so generally useless is because it is not English grammar, but Latin grammar in an English form.

Prof. Feuling said that he was surprised to find this topic brought up as a question for discussion, as he supposed it long ago settled. He thought the great benefits of the study of language were due to the formative elements; and in this he did not see why other languages possessing the same peculiarities would not offer the same benefits. He alluded to the benefits to be derived from the study of a modern language under the light of a modern philology.

Rev. Mr. Pradt said that he thought the earlier a student could begin Latin the more rapid would be his progress.

President Albee said that he began life in a saw mill and thus grew up thoroughly practical. So at the age of 21 he began the study of Latin and Greek. On the idea of making it pay, and upon the dollar basis, he had found it pay in the fullest sense of the term. He saw so much culture outside of classical training, that he sometimes thought that he was drifting away from the ideas with which he graduated. Is there not so much in mathematics and science our own language, that requires our attention to such an extent that it is hardly worth while to teach classics at all? The practical question for him, as the presiding officer of a school preparing teachers, was, shall we leave out the classical languages? If the classics were in all cases additional, it would be well, but in most cases the question would be, what must be omitted? Shall we omit anything for the classics, and if so, what?

Mr. Reynolds said he thought that here in Wisconsin we are drifting towards exclusively English studies. He hoped that the subject would be further discussed, and a report given upon it.

On motion of Mr. Emery, the subject was referred to a committee consisting of President Albee, Prof. Allen and President Chapin.

Adjourned.

#### AFTERNOON, Tuesday, Dec. 30.

The session opened with brief reports by gentlemen from various parts of the state. This feature of the session was of great interest.

On motion of Mr. Parker, a committee of Conference was appointed to invite the county superintendents to meet with the State Teachers' Association. The Chair appointed as such committee Prof. McGregor and Messrs. Sabin and Hutton. Mr. Chamberlain

of Lancaster, Mr. Rait of Sheboygan, Prof. Salisbury of White-water, reported for their several localities. J. Q. Emery, of Fort Atkinson, alluded in feeling terms to the late Mr. Purdy, whose influence was still manifest there. President Chapin reported for Beloit College; he stated that they had inaugurated a philosophical course, which should be completely parallel to the classical course, requiring as much preparation and giving equal culture.

Prof. Pettibone, of the preparatory school of Beloit College, explained the working of that department. Prof. Eastman reported for the Beloit public schools; Prof. Wood for Racine; Prof. Winchell for the Milwaukee High School; Mr. Marsh for Waterloo; Prof. Kerr for the State University; Superintendent Shaw for Madison; Mr. Sabin for Depere; Superintendent Burton for the Orphans' Home; President Albee reported for the Oshkosh Normal School, which the past year had sent out 70 teachers. Superintendent Hutchins reported for Fond du Lac; Prof. McGregor for Platteville Normal School; Mr. Durkee reported a growing interest in classical studies in Kenosha; Mr. Brough reported for La Crosse; Mr. Currier for Stoughton. Dr. Fallows was called on, who spoke for the state at large, alluded to the growing prosperity of the State University, and the colleges of the state; said that we had the best institute system of any state, and a common school system of which all should be proud.

Dr. S. H. Carpenter, of the State University, spoke upon "The Relation of the different Educational Institutions of the State." He laid down the following propositions:

1. That the education furnished by the state should be fundamental or disciplinary and not technical.
2. That provided it remains thus fundamental the state may furnish any grade of instruction.
3. That the strictest economy of time, money and force should be demanded.
4. That such economy demands that our educational forces be so adjusted as to work in perfect harmony—no results being necessarily duplicated, and no desirable results omitted.
5. That economy forbids us to use any more or more expensive force than just sufficient to accomplish the desired result.

From these propositions the following inferences were drawn:

1. The state should determine the grade of each class of schools and assign to each its appropriate work.



2. That the state should provide schools of a grade intermediate between the common schools and the university, so that the educational current may be nowhere obstructed.

3. The principle of division of labor should be fully applied.

Mr. Marsh thought that if the educational work of the state were under martial law, such a system might be enforced; but it would not meet the public approbation.

Mr. Chandler said that when any new measure is proposed, some minds could only see the difficulties in the way. Mr. Marsh was a good hand to do it, but he had but a few moments ago said that they had just now adopted this very system, and had established nine grades, from which no child could graduate, except upon a examination. This point of unity is one which we must forever keep in view, and the great objection to the adoption of such a plan as that provided, is the difficulties imagined to be in the way.

Dr. Chapin thought the discussion should not end until more emphasis had been given to the most practical point which had been brought forward and that was the lack of intermediate schools — a lack which ought to be met. Take the number of young men in all our colleges, and what a meagre number compared with the million of people in the state. We need a larger culture, a broader development. We need just the work done as suggested in the paper presented. We need a practical definition of the primary school, and such work well done. Teachers who feel that there is something in them wish to interest their pupils, and to teach everything up to geology, and the consequence is that the pupils can neither read, write nor cipher well. He thought the paper would do good, if it called attention to this single point.

Mr. Holford thought that there was a damming up behind the point mentioned, and that the primary schools needed attention, as well as the intermediate schools.

On motion of Mr. Emery, the thanks of the Association were tendered to the railway companies, the hotels, W. D. Parker, the railway clerk and press for courtesies extended.

#### EVENING SESSION.

Prof. Parker stated that this meeting was not the regular session of the State Teachers Association, but had grown out of the Principals' Association. At the summer meeting there was but little opportunity for discussion, and this meeting had grown out of a felt

want. As yet it had no regular organization, and the question was whether we should abandon the measure or go on. He proposed that we organize under the general organization of the State Teachers' Association, and moved that the officers of that Association be requested to call annually a meeting of all the educational interests of the state at the capitol, at this time each year, which was adopted.

Dr. Joseph Hobbins of Madison, read a paper upon the Sanitary Regulations of the School Room and number of School Hours.

On motion of Prof. McGregor, the thanks of the Association were tendered to Dr. Hobbins for his able and practical paper.

Mr. Little of the blind asylum, said that the blind asylum was a part of the school system of the state. They received pupils from 8 to 20; although most of them postponed their education until they had grown up. Their work was divided into three classes: 1st, the common school studies; 2d, the high school studies, and lastly, music. The three best organs in Rock county were played by blind men. Every child was also taught some industrial calling. The hand must be made to supply the place of the eye. The number of avocations which the blind can pursue is necessarily limited. Boys are taught broom-making, and the girls are taught music and sewing.

Mr. Weed, of the deaf and dumb asylum, was glad to see that his institution was recognized as forming a part of the school system of the state. Some expected too much and others too little of their pupils, as no standard could be fixed. They sought to give the mutes the power of communicating with each other, and generally to make them self-supporting. He asked the teachers to forward the names of any deaf and dumb children in their districts.

Mr. Hendrickson of the industrial school, said that he came to listen and not to speak, but was glad of the opportunity to speak for the institution which he represented, as he was aware that from the nature of their work, it was not very well known. But while at Whitewater, he saw in the basement of the normal school some of the stones from the old industrial school, which was burned down a few years ago. This he took as an augury that the industrial school had entered the school system of the state. They had three classes — criminals, incorrigibles and vagrants. They were all bright capable boys, ready to learn business habits, if not apt to learn by the slow process of learning by books. They had 194

pupils. Boys were educated in the common school branches, and one is taught a trade. The boys were divided into families, each family being in charge of a man and woman, who take the place, so far as care is concerned, of father and mother. Every boy has an employment — some in the tailor shop, some in the shoe shop, and and other in the broom shop. He thought there was great need of an industrial school for girls. \* \* \* \* \*

President Arey, of the Whitewater Normal school, and W. D. Parker, Principal of Janesville High school, presented papers on the "relation of the public schools to the moral and social well-being of the community."

WEDNESDAY, A. M., Dec. 31.

E. H. Sprague, Principal at Elkhorn, read a paper upon "What Shall we Teach," and A. J. Hutton, of West Eau Claire, one upon "The Moral Education of the School Grounds and their Surroundings."

Prof. Curtis of the Winona Normal School gave an exercise in penmanship illustrating his system of teaching.

Upon motion of R. C. Spencer, President of the Business College, Milwaukee, the Association extended to Prof. Curtis a vote of thanks for his interesting and instructive exercise.

Rev. Mr. Pradt opened the discussion upon the topic, "How can the teachers' profession be rendered more respected and less precarious?" He said that the second point was embraced in the first. The first enquiry to be made is: Is there a teachers profession? If there is not, the first step to be taken is to make the teachers' call a true profession. When this is done, the teachers' position will at once be less precarious. Another important means is to secure proper organization. We had a loose sort of organization, called the State Teachers' Association, but it was ephemeral. It should be made a permanent organization, with corporate rights and powers. Another means is the establishment of professional schools of didactics, It is true that we already have Normal schools, but they do not go far enough. The teacher should be as thoroughly prepared for his work as the physician or clergyman. The ability to teach did not come to any man by intuition.

Prof. McGregor, of Plattville, continued the discussion. He said that simple statement of propositions was all that was needed. He

was not prepared to say that teachers were not respected. He thought they were, but if their position could be rendered less unstable they would be more respected.

Another reason is the fickleness of district boards. Fault is found with the teacher, whispered at first, finally the board is enlisted and the position made uncomfortable.

Another reason sometimes assigned is inadequacy of salary, but he thought that, as a general rule, the teachers were receiving all that they earned. When teachers fitted themselves to earn more, salaries would be higher.

Another reason is, that in most districts school is kept not to exceed five months. The teachers therefore must seek other employment for a part of the year. The first remedy is to seek teachers of maturer years. The law now allows a certificate to be issued to all persons over sixteen; he proposed that state certificates be issued to persons who have successfully and successively taught in the same place for five years. It might be a visionary suggestion, but would it not be well for our villages to build a house for the teacher, as churches build a parsonage for the preacher? He endorsed the view of Mr. Pradt favoring a closer organization for mutual support. He did not advocate strikes, but he would cultivate a greater *esprit du corps*. There ought to be in every assembly district a teachers' association, holding three or four meetings a year.

The great want is ability. We all admire ability, bow to ability, and respect ability, although we may not admire the channel into which it has turned its energies.

[Messrs. North, Chandler, Chipman, Holford' and others, made forcible remarks upon the subject, sustaining the general views taken by the other gentlemen, but it was, we presume, in the reporter's absence, as we do not find a sketch of them.]

Mr. Reynolds thought that this want of professional spirit among teachers is due to the fact that, from Maine to Florida, no teacher knows at the end of the school year where he is to be the next year. Boards of education are apt to be arbitrary and discharge teachers upon mere whims, so that no one feels that he has any certain tenure of office.

## AFTERNOON SESSION.

Meeting called to order by Pres. Reynolds.

After various remarks by different individuals, the meeting adjourned *sine die*.

B. M. REYNOLDS, *President*.

J. Q. EMERY, *Secretary*.

## CONVENTION OF COUNTY SUPERINTENDENTS.

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The county superintendents of schools met in annual session in Madison, Monday evening, December 29, 1873.

Hon. Samuel Fallows was unanimously called to the chair, and George Skewes of Racine county, was chosen secretary.

On calling the roll of superintendents and superintendents elect, the following were found to be present:

Alex. F. North.	Michael Kirwan.	W. H. Chandler.
A. A. Spencer.	A. O. Wright.	D. H. Morgan.
Thos. Malone.	M. J. Frawley.	J. S. Foley.
W. H. Holford.	W. J. Johnson.	M. H. Lynch.
Leroy J. Burlingame.	Geo. Skewes.	P. Flanagan.
Theo. S. Chipmán.	I. N. Stewart.	A. E. Howard.
J. B. Tracy.	W. J. Waggoner.	W. H. Peck.
W. B. Minaghan.	J. H. Terry.	J. T. Flavin.
O. B. Wyman.	S. A. Craig.	

Gen. Fallows introduced Hon. Edward Searing, State Superintendent elect.

On motion of W. H. Chandler, the meeting adjourned for the evening to meet in joint session with the executive session of the State Teachers' Association.

TUESDAY MORNING, Dec. 30.

C. E. Mears of Polk county, not being present, the subject assigned him, "Township system to be made compulsory," was omitted, and J. H. Terry of Sauk county, read a paper on extending the time of county certificates. He would have the present first grade certificates done away with, as they nearly approach the five years' state certificate, and make the present second grade certificate answer for the first grade, with two years' duration; the second as the third now stands, and for a third, the same as for the second, but with a lower standing.

Michael Kirwan objected to this change, and preferred to change the state certificates, uniting the present second grade and limited five years' certificates.

Alex. F. North objected to the first grade certificates being granted for the term of five years, as it might remove a number of teachers from the examinations of the incoming superintendents.

W. H. Holford would grant third grades for six months, and second grades for eighteen months, and first grades for two years.

Theo. S. Chipman would grant third grades for one year, second grades for two years, and first grades for three years.

I. N. Stewart concurred with Mr. North in that first grade certificates be granted but for two years.

On motion, the subject was referred to a committee of three. The chair appointed Alex. F. North, chairman, W. H. Chandler and Michael Kirwan.

A. O. Wright being absent, the subject, "Increase of School Fund" was passed over, and A. F. North called on to speak to the subject: "Change of the time of electing County Superintendent."

He would not change the time, but let political parties be responsible for the men they selected to fill this important office.

W. H. Chandler would take the matter out of politics altogether, and place the appointing power in the hands of the State Superintendent.

Mr. North moved that the subject be dropped. Motion prevailed.

"School Visitation" was spoken upon by W. H. Chandler. School visitation should be attended by a careful collation of facts and statistics. He takes notes of matters worthy of mention and publishes them in the paper of his district. He works with the children by talking to them about what is desirable to have in the school room, and having them appeal to their parents for those improvements which their superintendent says they ought to have. Made some suggestion about not condemning school houses, as the better sentiment should prevail that it would be a disgrace to any district in having its school building condemned.

A. F. North approved of what was said by the last speaker. Would approve of visiting schools at least one half of a day at a time; also considered it a good time to arrive at the real statistics of the district.

J. H. Terry would do more, by learning the situation of affairs in the district, and making an acquaintance of the people and their condition and needs.

D. H. Morgan would give special attention to the surroundings of buildings.

Mr. Kirwan reminded us of the difficulties in school visitation. Too many schools cannot receive the attention they should. Hurred visits must be made, or some of the schools neglected in larger counties.

W. H. Chandler visited the poorest class of teachers first, leaving those whom he could trust until he could reach them in his own good time.

A. A. Spencer said that after the Superintendent has gone over the ground and knows the condition of the schools, a short call will often do more good than a larger one, by making suggestions directly on the difficulties apparent, which, if made after, remaining in the school room for half a day or more, would seem more personal than if done at once. He takes statistics and compares them with town clerks' reports.

W. B. Minaghan said much might be done through the personal influence of the Superintendent, through lectures, etc.

J. L. Foley would note first the condition of schools and surroundings, then visitation of patrons in the district; made objections to the issuing of printed circulars suggesting improvements, as they were disregarded, and often considered by district meetings as impertinent in reminding *them* of their duties.

A. E. Howard approved of circulars as they had effected good in his county.

J. H. Terry and others warmly approved of sending out circulars recommending improvements to district boards and annual meetings.

Geo. Skewes spoke on "School Diary and Reports;" he would have Superintendents use some approved uniform diary or note book, and thought teachers should report monthly, and also at the close of the term of school, on monthly report cards and note books provided for that purpose, so that the statistics of the several districts might be corrected as far as possible from them.

A. O. Wright would give attention to particulars more for his own information, than for the purpose of correcting reports for the Superintendent's office.



"Additional powers of county superintendents," was considered by D. A. Morgan. After enumerating powers of superintendents, would give additional powers to change text books, and remove one class to another if it should be deemed proper.

W. H. Chandler would give the superintendent the power to compel attendance on institutes, inasmuch as the state provides for and defrays their expenses, and said the lack of interest on the part of teachers in attending these institutes and teacher's associations was discouraging.

Prof. Graham suggested to superintendents that a specific statement of what is to be done in an institute be published two weeks before the holding of the same, in order to give teachers a chance to prepare themselves for the work. That four branches should be so specified and what is to be done in each. Would give five per cent. additional standing on account of actual attendance on the institute. Would have the State Superintendent publish names of all county superintendents holding institutes, with number attending, also the number not holding institutes.

W. H. Chandler brought all his teachers to the institutes by combining them with the examination of three days' duration.

On motion, meeting adjourned until two o'clock.

#### TUESDAY, P. M.

Meeting called to order at 2:20. Gen. Fallows in the chair.

After roll call, W. H. Holford read a paper on "Town Superintendency."

On invitation of Prof. McGregor, meeting adjourned to meet in joint session with convention of teachers.

#### FIVE O'CLOCK P. M.

Called to order by Supt. Fallows. Discussion immediately followed on "change of number of days of school month."

Mr. Burlingame led by reading a paper relative to this point, favoring twenty days to the school month, or, if teaching twenty-two days, that the teacher be allowed to teach on Saturdays, so that the school month shall close within the calendar month.

A. F. North recommended that twenty days school work be considered a legal school month.

Theo. S. Chipman would have the teacher work as many days per month as a laborer in any other profession.

I. N. Stewart, A. A. Spencer and A. O. Wright would have five days in the week and twenty days per month.

W. H. Chandler would have the district board contract with the teacher for what might be agreeable to both board and teacher, and abide by the same.

Michael Kirwan would have a definite law on this subject, thus ending so much difficulty growing out of the law as it now reads.

After deliberate discussion, the following resolution, offered by Le Roy J. Burlingame, with a slight amendment, was adopted:

*“Resolved, by the County and City Superintendents, in convention assembled, That twenty days actual work, and not more than five days in any one week, should constitute a legal school month, and that a committee of three be appointed by the chair to lay the same before the educational legislative committee, during the present session of the legislature, and to labor for the passage of such a bill.”*

The chair appointed Messrs. Rev. J. B. Pradt, I. N. Stewart, L. J. Burlingame.

The next subject taken up was, “Teachers, Institutes and County Academies.”

O. J. Taylor spoke of the present valuable institute gatherings of the state; recommended that a programme should be printed and sent out to the teachers, giving them due time for preparation. He believed in institute work, and thought it the best and most efficient means of raising the standard of teachers.

I. N. Stewart heartily approved of institute work, and recommended that very much more of this work be done in the state.

A. O. Wright would recommend a week's institute to be held in every part of the county, and followed by an examination, thus giving all an opportunity attend some one of these meetings.

W. H. Chandler spoke at some length in favor of the institute work now being carried on in the state.

Meeting adjourned to meet at half past seven o'clock, P. M.

#### EVENING SESSION.

Called to order by Gen. Fallows, at 7:30.

A. F. North opened the discussion on county academies, warmly urging the necessity of institutions of this kind, to supply the

missing link to make the proper connection in the educational agencies of our state. It would meet a want in supplying our schools with practical teachers.

I. N. Stewart endorsed all said by the last speaker, and added that the conducting of these county academies would be an open field for the labor of students and graduates of our Normal Schools, and inquired of the practicability of building these normal academies.

Rev. J. B. Pradt spoke of the way in which our funds are obtained, and the use made of them, and what might be done with them to better advantage in favoring this project. He spoke very favorably of this movement, and of the necessity for it to supply our higher institutions of learning with a better class of students, and to take out so much of the primary work as is now done by them.

The subject was very thoroughly discussed by most of the members present, all favoring the work. The following resolution was offered and adopted:

*Resolved*, That it is the sense of this convention, that the establishment of the county academies is approved, and that a committee of three be appointed consisting of Messrs. J. H. Terry, W. H. Chandler and W. J. Waggoner to bring this subject before the legislature."

"Examination of Teachers" was spoken upon by A. O. Wright; he showed the value of public examinations; would have applicants for such write as long on thorough questions as is required in the public examinations. The subject was participated in at length by nearly all the convention.

The following resolution was introduced by W. H. Chandler, and unanimously adopted:

*Resolved*, That in the judgment of this convention, the district boards of the several school districts of this state should be required to furnish the teachers employed by them, a blank book suitable for the enrollment of all attendants upon the respective schools under their charge, and that each teacher should be required to enroll the scholars attending each year, so that it would clearly show:

"1st. The name of each scholar attending school during the year.

"2d. The age of each scholar attending school during the year.

" 3d. The number of days each scholar attended school during each of the months the school has been in session during the year.

" 4th. A classification of the attendants, so that all between the ages of 4 and 7, 7 and 15, 15 and 20, should be clearly shown."

At the close of the session A. F. North offered the following resolution which was heartily endorsed by every member of the convention:

"*Resolved*, By the county superintendents of the state of Wisconsin in session at Madison, that the Hon. Samuel Fallows, in removing from our state, has our warmest wishes for his success in his new vocation, and our sincere thanks for the kind and courteous attention shown to us at all times, and the warm sympathy he has uniformly had with us in our work."

After a few brief words the convention adjourned, closing a very pleasant session in which good work had been done, and the members dispersed, feeling strengthened and encouraged by the interview.

SAMUEL FALLOWS, *President*.

GEO. SKEWES, *Secretary*.

## WISCONSIN STATE TEACHERS' ASSOCIATION.

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MADISON, July 15, 1874.

Agreeably to notice, the Twenty-second Annual Session of the Wisconsin State Teachers' Association commenced at Madison, July 15, 1874, at 10 o'clock A. M.

After singing, led by A. Earthman, of Reedsburg, and prayer by Dr. G. M. Steele, of Appleton, J. W. Rait, of Sheboygan, was appointed Secretary *pro tem.*, and W. D. Parker, A. Salisbury and C. F. Viebahn a committee on Enrollment, and A. Earthman, Enrolling Clerk.

The President, B. M. Reynolds, of La Crosse, then delivered an address, which, on motion of W. D. Parker, was referred to a committee composed of G. S. Albee, Oshkosh; S. R. Winchell, Milwaukee; and G. M. Guernsey, Platteville.

Oliver Arey, President of Whitewater Normal School, read a paper on the "Common Conception of the Teacher, and of the Institutions in which he is Educated Inadequate."

S. R. Winchell, Principal of Milwaukee High School, read a paper on "The True Function of the High School."

Adjourned to 8 P. M.

### EVENING SESSION.

After singing, the Committee on President's Address, made the following report of committees, which was adopted:

On the part of the address which refers to *Institutes*, Messrs. Graham, Terry, Johnson and Mrs. Richards.

*Journal of Education*.—Messrs. Salisbury, Thayer and W. E. Anderson.

*Free Tuition in Higher and Professional Schools*.—Messrs. North, Howland and Waggoner.

*School Supervision*.—Messrs. Chandler, Emery, Gardner and Miss Stewart.

*Educational Needs in our State.*—Messrs. Viebahn, Charlton, and Sprague, and Miss Moody.

*Influence of Limited Contracts with Teachers upon Educational Progress.*—Messrs. D. McGregor, Burlingame and Bowen, and Miss Adams.

*Gradation in Schools, its Functions and Economy.*—Messrs. Parker, Chase and Twining, and Miss Swart.

*Obituaries.*—Messrs. Albee, Rockwood, Winchell and Guernsey. Rev. G. M. Steele, D. D., president of Lawrence University, delivered a lecture on "The Soul and its Powers."

On motion of W. H. Chandler,

*Resolved*, That the committees upon the president's address report to-morrow afternoon at 3 o'clock."

On motion of president Arey,

*Resolved*, That the subject of each paper be thrown open for discussion immediately after reading."

Singing by the Glee Club.

On motion, the chair appointed the following committees:

*"On Resolutions*—Messrs. Graham, North and Kerr."

*"On Finance*—Messrs. Arey, Howland and Purman."

Adjourned.

#### MORNING SESSION.

July 16, 1874.

After singing, and prayer by Rev. A. O. Wright, of New Lisbon, W. D. Parker, of Janesville read a paper on "County Superintendency."

On motion of A. O. Wright, the following committee was appointed on the subject County Superintendency and upon any changes needed, to report at the executive session in December, viz: W. D. Parker, A. O. Wright and W. H. Chandler.

Miss Emma Jenkins, of Fort Atkinson, read a paper on "Growth." Oliver Arey, Rev. J. B. Pradt, J. Q. Emery, and Dr. G. M. Steele, discussed the subject briefly.

Recess.

On motion of J. Q. Emery, the following committee on nominations was appointed: J. B. Thayer of Menomonie, D. McGregor of Platteville, L. D. Harvey of Mazomanie, Lucy J. Foot of Madison and Susan McBeth of Burlington.

Prof. T. C. Chamberlain, of Beloit College, then read a paper,

"The Educational Value of the Geological Survey of Wisconsin." The subject was discussed by Messrs. Pradt, Chandler, Parker and Beck.

On motion, by W. D. Parker, a committee was appointed to prepare a charter for the Wisconsin Teachers' Association, and report at this session; committee to consist of Messrs. Chandler, Pradt and North.

On motion of W. D. Parker, the above committee was empowered, under the direction of the Executive Committee, to expend not exceeding twenty-five dollars, in the publication and dissemination of such portions of the facts accumulated in the present geological survey, as may seem to be useful.

A lecture on "Self-Discipline as a means and End of Education," was then given by Rev. A. L. Chapin, D. D., President of Beloit College.

President Arey followed with a discussion of the subject.

Adjourned to 2 1-2 o'clock P. M.

#### AFTERNOON SESSION.

The vote authorizing expenditure of \$25 by committee on Charter, to publish facts of geological survey was reconsidered, and the same authority given to the Executive committee.

A paper on "Academic Culture in the State System," was read by Prof. Albert Salisbury, of Whitewater.

On motion of E. A. Charlton, the order for three o'clock was postponed until after the discussion of county academies, which took place, and was conducted by J. Q. Emery, W. H. Chandler, A. F. North and A. O. Wright, followed by Hon. A. S. Kissell, of Chicago, J. B. Pradt, Geo. M. Sage, editor of *Minnesota Teacher*. Albert Salisbury, Hon. C. C. Kuntz, of Sauk county, and Hon. Edward Searing.

On motion, the subject was referred to a committee consisting of Hon. Edward Searing, W. D. Parker and J. Q. Emery, to report at the executive session in December.

The committee to whom was referred so much of the President's address as relates to Teachers' Institutes, made the following report, which was adopted:

"1. We believe that the institute work of the state is becoming better organized and conducted, because better understood.

"2. We regard the meetings of conductors for instruction and

consultation, as held the last two years, eminently fitted to secure a wise prosecution of the work, and therefore recommend their continuance.

"3. The present plan of operating the institute work in connection with the normal schools of the state meets our hearty approval.

"4. While much good has been accomplished by this agency, we would guard against supposing that a proper and thorough preparation of the teacher can be obtained from the fragmentary work done at the Institute.

"5. We believe the Institute may be rendered more efficient by adopting a course of study and work embracing a term of years.

"6. We recommend that a committee be appointed at this meeting to inquire into the feasibility of adopting a course of study and work for a number of years, with instructions to report at the meeting of the Executive Committee in December next.

"Respectfully submitted in behalf of the committee.

"R. GRAHAM, Ch'n.

A committee was appointed accordingly, consisting of Messrs. D. McGregor, Chandler and Terry.

By request of the chairman, President Arey, and on motion, it was voted that the report on Free Tuition in Higher Institutions be postponed to the Executive Session.

The committee to whom was referred that part of the President's Address which concerns High Schools and County Academies, submitted the following report:

"*Resolved*, That the necessities of our common schools as well as of our higher institutions of learning, demand intermediate schools which shall provide *teachers* fitted for the rural districts, and students fitly prepared to enter our colleges.

"*Resolved*, That it is entirely consistent with the educational policy of the state and eminently proper in itself that a grade of education suitable to those whose circumstances require it, higher than that of the district school, and less elaborate than that of the college, be provided by the state.

"*Resolved*, That the schools contemplated in the bill which passed the Assembly last winter with such modifications as the wisdom of the legislature may seem to suggest, are such as the case requires.

"All of which is respectfully submitted.

"ALEX. F. NORTH,  
"H. C. HOWLAND."



On motion, the report was referred to the committee on the same subject appointed to report at the executive session.

The committee to whom was referred that portion of the president's address, relating to the Journal of Education, reported as follows:

"That we deem the reading of an educational journal to be an important means of increasing the efficiency and assisting the labors of teachers;

"That, other things being equal, the best journal for teachers will be one published in their own state, and with reference to their own particular conditions;

"That the *Wisconsin Journal of Education*, under its present vigorous management, commends itself to the first consideration of Wisconsin teachers, as an organ for the interchange of home thought and experience, as well as for bringing to us the best thoughts and suggestions of educators abroad.

"All of which is respectfully submitted.

"ALBERT SALISBURY,

"J. B. THAYER,

"WM. E. ANDERSON,

"Committee."

On motion, the report was adopted.

The report of the committee on educational needs in our state, was postponed till the December meeting.

The committee on the influence of limited contracts with teachers upon educational progress, beg to report as follows:

"The existing conditions are the inevitable accompaniment of the development of a school system in a new country; and among the causes operating to produce them, are the following: deficiency in the qualifications of the teachers; want of purpose on the part of many who teach, of making it a permanent business; low wages, and the inability on the part of many districts to furnish remunerative employment for more than one-half the school year; an opinion, still lingering in many localities, that a frequent change of teachers is beneficial.

"Denser settlements and higher qualifications will do much to remedy this evil.

"One of the best, if not the very best, recommendation a teacher can have is, that he has taught in the same school for a term of years.

"Let teachers prove their efficiency, and the rising generation will find the profession more stable.

"Respectfully submitted,

"D. MCGREGOR,

"G. M. BOWEN,

"MRS. L. A. BINGHAM,

"CAROLYN E. ADAMS."

The report was adopted.

W. D. Parker, chairman, in behalf of the committee to whom was referred so much of the president's address as relates to the function and economy of graded schools, reported as follows:

"We believe that the method of instruction in the graded school is essentially an exponent of the business habits of the age; and the school itself may be made an organization whose economical direction of forces, and whose general influence for good, shall conserve the interests of higher education, and of future citizens who shall follow the dictates of loyalty, industry and frugality; therefore,

*Resolved*, That the graded school system be strongly recommended to the consideration of school directors, and that the course of study in graded schools be made not alone philosophically relevant to other schools, but be made vitally promotive of intelligent citizenship through its comprehensive usefulness and its perfect adaptability.

The report was adopted.

The committee on Obituaries presented the following preamble and resolutions:

"WHEREAS, During the past year the nation has lost, by death, one of its foremost teachers, and this association has lost in a similar manner one of its most highly esteemed members; therefore,

*Resolved*; That we recognize in the life and labors of Louis Agassiz the transcendent work of the typical teacher, and in his death an irreparable loss, not only to science, but to the common cause of education throughout the world.

*Resolved*, That in the death of Prof. Arthur Everett, Principal of the Oshkosh High School, we mourn the loss of a friend and scholar, a true teacher and true man whose memory shall be cherished in all our hearts and whose work, though not complete, yet remains as his lasting monument.

*Resolved*, That the Secretary be instructed to furnish a copy of these resolutions to the families of the deceased.

“S. S. ROCKWOOD,  
 “G. S. ALBEE,  
 “S. R. WINCHELL,  
 “MARTHA H. TERRY,  
*Committee.*”

President Albee, of Oshkosh, paid a tribute to the memory of Mr. Everett, after which the resolutions were adopted.

Adjourned to 8.00 P. M.

#### EVENING SESSION.

On motion, it was voted to meet Friday morning, at 9 o'clock.

The report of the committee on Nominations was made and accepted.

Prof. Edward Searing, the State Superintendent of Public Instruction, delivered a Lecture on “The Need and the Character of the Culture Suited to the Present Day.”

#### FRIDAY MORNING.

After preliminary remarks by Supt. James McAlister upon the subject of Drawing, as introduced in the Milwaukee public schools, Mr. Charles Zimmermann further discussed the subject, and explained the method of instruction.

The place for the next meeting of the Association was discussed by Messrs. Rockwood, McAlister, De La Matyr, Albee, North, Howland, Kerr and Spencer, and on motion by Mr. North, it was voted that the Association express a desire to the Executive Committee to call the next meeting in Milwaukee.

Mr. O. Arey, presented the report of committee on finance, as follows, which was accepted:

RECEIPTS.	
Balance July, 1873 .....	\$26 52 .....
Received from membership July, 1874.....	115 00 .....
Total in treasury.....	\$141 52
DISBURSEMENTS.	
Paid to B. M. Reynolds .....	\$36 87 .....
Paid Gazette Printing Co.....	10 25 .....
Paid W. D. Parker.....	31 96 .....
Total disbursements.....	78 58
Balance on hand.....	\$62 94

“OLIVER AREY,  
 “H. C. HOWLAND,  
 “D. GRAY PURMAN,  
*Committee.*

Miss Rose C. Swart, of Oshkosh, read an essay on "Primary Instruction—Its Principles and Purposes."

Prof. Alex. Kerr read a paper on "Instruction in American History," prepared by Prof. W. F. Allen, of the University.

Prof. J. B. Feuling read a paper on "Etymology, as a Means of Education."

Miss Martha A. Terry, of Janesville, read paper on "Culture in Common Schools."

Mrs. L. A. Bingham, of La Crosse, read a paper on "Daily Preparation of the Teacher," which was discussed by Messrs. Kerr, Purman, Feuling, North, Albee, Chandler and Kissell.

On motion, the name of James McAlister was substituted for that of Samuel Shaw in the report of the committee on Nominations for Executive Committee.

On motion the Association proceeded to ballot for President, with the following result:

Whole number of votes cast, 65; necessary to a choice, 34. J. Q. Emery received 50; A. H. Howland, 5; W. H. Chandler, 4; Miss Martha A. Terry, 2; scattering, 3.

J. Q. Emery, having received a majority, was declared elected President of the Association for the ensuing year.

On motion of J. Q. Emery, the Secretary was instructed to cast the ballot of the Association for the rest of the ticket, reported by the committee, which was accordingly done, and the following persons declared duly elected:

*Vice-Presidents* — W. H. Chandler, Sun Prairie; S. R. Winchell, Milwaukee; Miss Carolyn Adams, Platteville.

*Secretary* — A. J. Hutton, West Eau Claire.

*Treasurer* — George Skewes, Racine.

*Executive Committee* — B. M. Reynolds, La Crosse; W. D. Parker, Janesville; H. C. Howland, Eau Claire; G. S. Albee, Oshkosh; Jas. McAlister, Milwaukee.

The committee on resolutions reported the following, which were adopted:

*Resolved*, That we recognize in the Press a powerful ally of the cause of popular instruction, and that we are greatly indebted to the editorial fraternity for the service which they have rendered in creating an enlightened public sentiment in favor of every educational force from the primary school to the university.

*Resolved*, That we extend our hearty thanks to the 'Wisconsin

State Journal' and the 'Madison Democrat,' for their courtesy in surrendering their columns to our Association, and, for the prominence which, without regard to labor and expense, they have given to the proceedings of the present session.

*Resolved*, That our thanks are hereby given to the various steamboat lines and to the hotels of Madison, for the reduced rates afforded the members of this Association.

*Resolved*, That our thanks are due the railroads of the state for their courtesy in giving special rates to this Association."

On motion, the Association adjourned.

JAS. M. RAIT, *Secretary*.

B. M. REYNOLDS, *President*.

# Reports of the State Charitable and Reformatory Institutions.

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## THE SOLDIERS' ORPHANS' HOME.

R. W. BURTON, SUPERINTENDENT.

Was opened January 1st, 1866, for the reception of inmates of the particular class indicated by its name, and on the 31st of the following March it became one of the established charitable institutions of the State. By January 1, 1875, it will have served its mission as a home for soldiers' orphans, and not one for whose benefit it was instituted will remain within its walls.

In 1868 a substantial, convenient stone school-house was erected for the accommodation of four schools, with two extra rooms for the convenience of teacher and pupils composing the music class.

The largest number ever in the Home at any one time—and of course attending school except when prevented by illness—is two hundred and sixty-six. Many of these came from populous cities with good educational advantages; while the majority were from remote districts of the state where very poor apologies for schools, if any at all, were “*kept*.” Hence a great diversity of attainments.

Six hundred and eighty-three children have been recorded as inmates of the Home during the nine years of its existence, while not more than one-third of that number have remained long enough to receive any marked benefit from the schools, so transient has been the nature of the attendance. This circumstance, together with the diversity of attainments has rendered the work of close grading a matter of great difficulty; yet by dint of adaptation to circumstances a fair classification has been secured, the time and labor of teachers economized, and good progress made. Some scholars who are indebted to the Home for all the education they possess, are doing acceptable work as teachers.

This list is materially increased by those who have been more highly favored, by a partial course at least, in the State Normal Schools. To these higher schools eighteen pupils—ten girls and eight boys—have been sent from the Home. The State law regulating this matter originally admitted a class of six pupils each year, allowing to each a term of two years. This term was subsequently increased to three years in favor of any showing special fitness for teaching. Up to this time five have had the free benefit of the law. Of those who have completed their term at the Normal Schools, seven have proved themselves successful teachers, and are now at work. The Home has now six pupils in these schools, equally divided between Whitewater and Oshkosh. Of these creditable reports, as to ability and progress, reach us from the worthy principals of those schools.

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### WISCONSIN INDUSTRIAL SCHOOL FOR BOYS.

HON. EDWARD SEARING,

*Superintendent of Public Instruction:*

It affords me pleasure to comply with your request and furnish a brief report of this institution. I desire to improve every opportunity to acquaint the citizens, and especially the teachers of the state with the condition and work of this school. I am prompted to do this by the conviction that the more in sympathy our school is with the public schools of the state the more useful the school will become to the state.

Since the opening of the school in 1860, 1,114 inmates have been received, of which number 73 were girls. Since 1870, boys only have been received. No provision has been made for delinquent girls. This, in my opinion, is an error and one that should be speedily corrected.

We have on roll to-day 305 boys. The average number during the past year has been 293. Their average age about fourteen years. The law limits the age of commitments to between ten and sixteen years. The cause of commitment may be crime, vagrancy or incorrigibility. Of the present number of inmates 60 were charged with vagrancy; 174 with incorrigibility; 153 with larceny, and the balance with various acts of crime and misdemeanor.

All are committed during minority, but are subject to discharge at the discretion of the board of managers. The first requisite for discharge is a good record in the school, the second, a suitable home to go to. The boy who has not a home, is, on leaving, provided with a home by the superintendent.

The accounts audited and paid for the past year amount to \$48,453.02. The actual amount paid for current expenses, not including permanent improvements, was \$43,256.56, of which amount \$31,000, was appropriated by the legislature. The total average cost per capita daily is forty cents and four mills. This includes subsistence, clothing, fuel, lights, salaries and all other expenses.

For social purposes and to make the condition of inmates while here as much as possible like that of a good home they are classified into families. We have at present eight families. They are presided over by a man and woman who correspond to parents. Each family has its separate building, play-ground and appropriate surroundings. The hour for rising is five o'clock and thirty minutes in summer, and five o'clock and forty-five minutes in winter. All inmates retire at eight. About eight hours in winter and nine in summer are devoted to active employment, nearly equally divided between school and labor. The smaller boys' time of labor is, however, less by one and a half hours.

Every boy has a stated business and time for business. Boys are occupied in farming, gardening, shoe-making, tailoring, broom-making, cane-seating, knitting, carpenter work, painting, driving teams, care of stock and also various kinds of domestic work, as laundry work, baking, cooking, care of dining-rooms, dormitories, etc., etc. Each half day has a session of work and a session of school. We have school eleven months of the year. A few of the older boys who do mechanical work, drive teams, or are detailed to some special employment, do not attend school in the busy season of the year.

The school proper is graded and has six departments. We aim to teach all to read, write and calculate, and when time will permit, furnish the opportunity for a thorough common school education. History of the United States, Algebra and Physiology are the highest branches taught in school and these to only a limited number.

The evening assembly is a daily reunion of all connected with the Institution. These are made profitable by addresses, readings, oral instruction and lectures. During the past year a course of lectures



on chemistry, botany and geology was delivered to the mutual edification and profit of all. The evening assembly is enlivened by vocal and instrumental music, boys all participating, and closed by a short scripture lesson and prayer. Sabbath service is held each Sabbath afternoon. We have no chaplain. Resident or transient clergymen and all friends of youth or patrons of reform are invited to address the assembly at any of our evening or Sabbath gatherings.

The popular opinion that this is more a criminal than benevolent institution is erroneous. It is our special business to prevent a life of crime and consequent necessity of filling a place in a criminal institution. We think the record of our discharged inmates will show a fair per centage of reasonably good conduct. Very few, to our knowledge live lives of idleness and crime.

The average detention of boys in the school is between two and three years. A few are discharged at the end of the year, occasionally a boy, destitute of home and friends, who was committed young, is detained four or even six years.

For further details, I will refer the enquirer to our annual report, and will only add in conclusion, that I think a department of the public school for the incorrigible and idle, in our large towns and cities, should be so organized that many now necessarily sent to this school could be provided for and their delinquencies corrected in less time and at less public expense than the same can be done here.

Respectfully Submitted,

A. D. HENDRICKSON,

*Superintendent.*

January 1, 1875.

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INSTITUTION FOR THE EDUCATION OF THE BLIND.

JANESVILLE, Wis., December, 15, 1874.

Hon. E. SEARING,

*Superintendent of Public Instruction:*

SIR:—Since my last report to your office, 78 pupils have been instructed in this institution, of whom 17 were new pupils. Eight have been dismissed; and three have died while connected with the

school. The average attendance during the year ending September 30, 1874, is greater than that of any previous year.

In the literary department, classes have been taught in reading, spelling, writing, arithmetic, geography, grammar, history, natural and mental philosophy and in geometry.

In the musical department lessons have been given on the piano, organ, violin and several other instruments, in singing and theory of music. In the industrial department the boys have been taught broom-making, and the girls sewing, knitting, crocheting, various kinds of fancy work, cane seating and (to a limited extent) housework.

Attention to study has been good; and examinations show good progress made.

At the beginning of last year the circumstances in which the school was placed seemed most auspicious. The scholars were inclined to work. The teachers were zealous, and most of them were experienced and skillful. Large stores of requisite apparatus had been gathered from far and near. Buildings arranged for the special work were well furnished and amply large to accommodate the school for quite a number of years. It appeared that the year was to be one of unprecedented success. These anticipations were not to be realized. In the fall a serious attack of measles interrupted the operations of the school, prostrating many of the pupils and proving fatal to two of them. In the spring, fire destroyed the main edifice of the Institution with the the most of its furniture and apparatus, and caused the death of one pupil. For a few days the school was scattered in the homes of the citizens of Janesville. It was very soon reorganized in the best quarters that could be procured, and carried on, as well as circumstances permitted, until the end of the term in June. During the summer vacation provisional arrangements for the emergency were made somewhat modifying the buildings of the Institution and erecting a wooden addition of temporary nature, to one of them. In these quarters the school is now in progress, slightly diminished in the numbers, greatly hindered in efficiency by its losses, but still earnestly engaged in its proper work, and hopefully looking forward to the day when its former facilities for work shall be restored.

I am bound to testify to the excellent spirit with which officers and scholars have met the difficulties of the situation.

As indicating the progress that may be made in the literary de-

partment of the school, I mention here the fact that one of its last years' graduates entered the theological school at Evanston, and last spring, in honorable competition with members of his class, won a prize of \$100, offered for excellence in English composition.

The fact that the Institution is open free of charge to all persons between the ages of eight and twenty years, residing in Wisconsin, who are incapacitated by defects of vision for education in the common schools, needs to be more generally known. The district clerks found 163 such persons of school age in the state last year. The United States census reports 100 totally blind persons under 20 years of age in the state in 1870. It is probable that neither number is as large as the facts would make it.

The Institution is under obligation to many school officers for promoting its work by bringing the knowledge of its existence and terms to persons in need of its advantages and for forwarding the names of children to this office.

Very respectfully,

T. H. LITTLE,  
*Superintendent.*

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## INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

(Located at Delavan.)

[Extracts from the Report of the Principal, GEO. L. WOOD.]

### THE PAST YEAR.

Two changes have occurred, both in the department of instruction; Miss Mary Johnson having left to take a similar position in the Ontario Institution, and Mr. Levius Eddy, who had been identified with this Institute during the greater part of its history, to take charge of the West Virginia Institution. Mr. Thomas Clithero, of Portage City, in this state has been in service since January 1, and Eleanor McCoy since January 28.

Within the last year several of the deaf and dumb institutions of country have been interrupted in their work by sickness, and in the town of Delavan there has been a fatality never before experienced in an equal period; but our household has been almost entirely exempt from serious illness, of which fact we would make

grateful record. It is noticeable that many of our pupils improve physically from the time of their entry. Considering the fact that the school is composed largely of persons with constitutional tendencies to disease, of which their deafness is a result, and also that they are here during the critical period of transition from youth to maturity, the health record of this institute during its entire history is remarkable. This favorable condition is secured, in part, by regularity of habits; by simple, yet generous diet; by an adjustment, so far as is practicable, of study, manual labor, recreation and rest, to each other in such proportion as seems best adapted to the harmonious development of all the faculties, by constant watchfulness and early treatment of indisposition, and by attention to the manifold sanitary conditions on which the health of so large a household depends.

#### CONVENTION OF INSTRUCTORS OF DEAF AND DUMB.

The convention was held in Belleville, Ontario, July 15—20, by invitation of W. J. Palmer, Ph. D., Principal of the Ontario Institution for Deaf and Dumb, and of J. W. Langmuir, Government Inspector of Benevolent Institutions, and was fully attended, being the largest ever held in America. It was composed chiefly of principals, instructors and trustees of deaf mute institutions in the United States and Canada. Five days were fully occupied with the consideration of topics directly connected with deaf-mute education, and with a comparison of methods and results. With diversity of views sufficient to evince independence of thought and originality in application — thus giving circumstantial variety to the proceedings — there was an essential unity in theory and conclusions that made the occasion one of interest and value. I feel confident in assuring you that its results will have an immediate, direct and permanent influence in our own school.

Attendance upon the convention has suggested several facts worthy of report.

It was gratifying to notice that certain methods of instruction, especially in language, which were urged by resolution for adoption in each institution as a hopeful experiment, have been pursued here for several years with most favorable results. The representatives of this school had the satisfaction of feeling that in some respects our success has been greater than the ordinary standard of attainment.

The convention suggested the desirableness of familiar acquaintance with kindred institutions. Where there is only one school of a kind in a state, its isolation is manifest, with the disadvantages which isolation implies. There are certain characteristics of the work of deaf-mute instruction that demand personal intercourse. Especially is this true of the medium of communication — the sign language. A dictionary of signs is well nigh impracticable. The manual alphabet consisting of varied positions of the hand can, by feeling, be apprehended and used by one that is blind, but the motions and expressions that belong to the language of signs must be visible. Moreover there should be agreement, as nearly perfect as possible, as to what motions and expressions shall suggest the same ideas, thus securing uniformity, and consequent ready communication among those whose benefit this medium of intercourse has been devised. Where an institution is without direct and frequent intercourse with others, it is only natural that provincialism should grow up, and a sign dialect should prevail as truly as where a colony is separated from the mother country.

Another fact, not first suggested, but enforced by the convention, is the value of Illustrative Apparatus in instructing the deaf and dumb. A large number of the delegates availed themselves of the opportunity of visiting the Museum of Education connected with the Government Normal School, in Toronto, the most complete collection of the kind on this continent. The deaf and dumb are educated through the eye. Object teaching, in its most comprehensive sense, is the form best adapted to their wants. If it offers advantages to the seeing and hearing pupil; much more is it of value where the organs of sight do the work also of hearing. An Educational Museum, not as a curiosity, but as a means of instruction, would greatly facilitate our work, by securing economy of time and labor in teaching, by giving clearness of ideas to the pupils, by enlarging their thoughts, and by familiarizing them with the objects and the nomenclature of practical life. The purchase within the last year of a Stereo-Panopticon has proved, as was anticipated, a great source of gratification to the pupils, and is a most valuable instrument of instruction. An addition from year to year of illustrative apparatus, would in time form a collection of desirable aids in our work.

In the last report of the New York Institution for the Deaf and Dumb, the Principal, Isaac Lewis Peet, LL. D., says: "It is im-

portant that there should connected with the institution a museum, which should contain a great variety of objects, classified to meet the wants of the school room. The series of models, invented by Doctor Auzoux of Paris, would form an important feature of such a collection."

In the same connection, Dr. Peet refers to the benefits which his pupils have derived from visits to the American Institute, menageries, panoramas, and other interesting and instructive collections. Where an institution for the deaf and dumb is located in a small town, and deprived of the opportunities afforded by a large city, it is important to collect within its walls all that our means will allow of illustrative apparatus.

#### STATISTICS.

Date of opening .....	1852
Number of pupils, in 1873 .....	173
Males .....	99
Females .....	74
Semi-mutes .....	13
Number of teachers, male 6, female 3 .....	9

The report states that the Wisconsin Institute "is thirty-five years younger than the oldest in this country, that it is the fifteenth in the date of organization, that it was established earlier than similar institutions in some states older than Wisconsin, and that of thirty-five schools now in operation in the United States, it is the eighth—almost the seventh—in the number of pupils."

## DECISION BY THE SUPREME COURT.

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[From the Wisconsin Journal of Education.]

The following correspondence explains itself :

JANESVILLE, Wis., December 8, 1874.

HON. J. B. PRADT, *Assistant State Superintendent* :

DEAR SIR:—In the October number of the Journal of Education is published a synopsis of the decision of the Supreme Court, defining the responsibility of pupils to the parent, in the choice of branches of study which the pupils shall pursue in school.

For the information of many inquiring teachers, will you please publish the original decision of the court in full, with such comments thereon as are warranted by your wide experience in the rulings upon similar questions in the office of the State Superintendent.

Respectfully,

W. D. PARKER.

REPLY.

MADISON, December 30, 1874.

DEAR MR. PARKER:—I give the decision below, as you suggest, and follow it with the synopsis of its main points, as published by the reporter, Mr. Conover, and a few remarks on the general subject involved:

THE DECISION.

Annie Morrow, by John Morrow, Guardian, *ad litem*, Respondent,  
vs. James Wood, Appellant.

It is first claimed by the counsel for the defendant that the court below should have granted the motion for a nonsuit, because all the evidence showed that the criminal prosecution against the plaintiff for an alleged assault and battery committed by her upon the infant son of the defendant was never tried upon the merits but was

discontinued on her motion and against the consent of the complainant in that action. It is insisted that before an action for malicious prosecution can be maintained it must appear that the criminal prosecution has been determined in favor of the party prosecuted by a trial and acquittal, or the prosecution must have been discontinued against his consent.

We shall spend no time in the consideration of this point in the case for the reason that we are fully agreed upon a question of law involved which is fundamental and underlies the case, and is entirely decisive of every other question arising upon the record. And as this is a question of some practical importance as affecting the duties and powers of teachers in our public schools, we deem it best to decide it in the present case. The facts upon which this question of the law arises, as established on the trial, are briefly these:

About the 18th of November, 1872, the plaintiff, a qualified teacher under a contract with the district school board, commenced teaching a district school in Grant county. The defendant, an inhabitant of the district, sent his son, a boy about 12 years of age, to the school. The defendant wished his boy to study orthography, reading, writing, and also wished him to give particular attention to the study of arithmetic, for very satisfactory reasons which he gave on the trial. In addition to these studies the plaintiff at once required the child to also study geography and took pains to aid him in the getting a book for that purpose. The father, on being informed of this, told his boy not to study geography but to attend to his other studies, and the teacher was promptly and fully advised of this wish of the parent, and also knew that the boy had been forbidden by his parent from taking that study at the time. But claiming and insisting that she had the right to direct and control the boy in respect to his studies, even as against his father's orders, she commanded him to get his geography and get his lesson. And when the boy refused to obey her and did as he was directed by his father, she resorted to force to compel obedience. All this occurred at the first week of school. The defendant institutes a criminal action before a justice for this assault and battery upon his son, which is the malicious prosecution complained of.

If the teacher had no right or authority to chastise the boy upon these facts for obeying his father, this action must fail. And whether she had or not the power to correct him is the question in



this case, for it is not pretended that the boy was otherwise disobedient, or was guilty of any misconduct or violated any rule or regulation adopted for the government of the school.

The circuit court, in considering the relative rights and duties of parent and teacher, among other things, told the jury that when a parent sent his child to a district school he surrendered to the teacher such authority over the child as is necessary to the proper government of the school, the classification and instruction of the pupils, including what studies each scholar shall pursue—these studies being such as are required by law or are allowed to be taught in public schools. And the court added in this connection that a prudent teacher will always pay proper respect to the wishes of the parent in regard to what studies the child should take, but when the difference of view was irreconcilable on the subject, the views of the parent in that particular must yield to those of the teacher; and that the parent, by the very act of sending his child to school, impliedly undertakes to submit all questions in regard to study to the judgment of the teacher.

In our opinion there is a great and fatal error in this part of the charge—particularly when applied to the facts in this case—in asserting or assuming the law to be that upon an irreconcilable difference of views between the parent and teacher as to what studies the child shall pursue, the authority of the teacher is paramount and controlling; and that she had the right to enforce obedience to her commands by corporal punishment. We do not think she had any such right or authority, and we can see no necessity for clothing the teacher with any such arbitrary power. We do not really understand that this is any recognized principle of law, nor do we think there is any rule of morals or social usage which gives the teacher an absolute right to prescribe and dictate what studies a child shall pursue regardless of the wishes and views of the parent, and, as incident to this, gives the right to enforce obedience, even as against the orders of the parent. From what source does the teacher derive this authority? From what maxim or rule of the law of the land? Ordinarily it will be conceded the law gives the parent the exclusive right to govern and control the conduct of his minor children, and he has the right to enforce obedience to his commands by moderate and reasonable chastisement. And furthermore it is one of the earliest and most sacred duties taught to the child to honor and obey its parents. The situation of the child is

truly lamentable if the condition of the law is such that he is liable to be punished by his parent for disobeying his orders in regard to his studies, and the teacher may lawfully chastise him for not disobeying his parent in that particular. And yet this was the precise dilemma in which the defendant's boy was placed by the asserted authority on the part of parent and teacher.

Now we can see no reason for denying to the father the right to direct what studies included in the prescribed course his child shall take. He is as likely to know the health, temperament, aptitude, and deficiencies of his child as the teacher, and how long he can send him to school. All these matters ought to be considered in determining the question what particular studies the child should pursue at a given term. And when the parent's wishes are reasonable, as they seem to have been in the present case, and the teacher by regarding them could in no way have been embarrassed, her conduct in not respecting the orders given the boy, was unjustifiable. If she had allowed the child to obey the commands of his father it could not possibly have conflicted with the efficiency or good order or well being of the school. The parent did not purpose to interfere with the gradation or classification of the school, or with any of its rules and regulations further than to assert his right to direct what studies his boy should pursue that winter. And it seems to us a most unreasonable claim on the part of the teacher to say the parent has not the right, and further to insist that she was justified in punishing the child for obeying the orders of his father rather than her own. Whence again, we enquire, did the teacher derive this exclusive and paramount authority over the child and the right to direct his studies contrary to the wish of the father? It seems to us, it is idle to say the parent by sending his child to school impliedly clothes the teacher with that power in a case where the parent expressly reserves the right to himself and refuses to submit to the judgment of the teacher the question as to what studies his boy shall pursue. We do not intend to lay down any rule which will interfere with any reasonable regulation adopted for the management and government of the public schools, or which will operate against their efficiency and usefulness. Certain studies are required to be taught in the public schools by statute. The rights of one pupil must be so exercised undoubtedly as not to prejudice the equal rights of others. But the parent has the right to make a reasonable selection from the prescribed studies for his child to pur-

sue, and this cannot possibly conflict with the equal rights of other pupils.

In the present case the defendant did not insist that his child should take any study outside the prescribed course. But considering that the study of geography was less necessary for his boy at that time than some other branches, he desired him to devote all his time to orthography, reading writing and arithmetic. The father stated that he thought these studies were enough for the child to take, and he said he was anxious the boy should obtain a good knowledge of arithmetic, in order that he might assist in keeping accounts. He wished to exercise some control over the education of his son, and it is impossible to say that the choice of studies which he made was unreasonable or inconsistent with the welfare and best interest of his offspring. And how it will result disastrously to the proper discipline, efficiency and well being of the common schools to concede this paramount right to the parent to make a reasonable choice from the studies in the prescribed course which his child shall pursue, is a proposition we cannot understand. The counsel for the plaintiff so insist in their argument, but, as we think, without warrant for the position. It is unreasonable to suppose any scholar who attends school can or will study all the branches taught in them. From the nature of the case some choice must be made and some discretion be exercised as to the studies which the different pupils shall pursue. The parent is quite as likely to make a wise and judicious selection as the teacher. At all events, in case of a difference of opinion between the parent and teacher upon the subject, we see no reason for holding that the views of the teacher must prevail, and that she has the right to compel obedience to her orders by inflicting corporal punishment upon the pupil.

The statute gives the school board power to make all needful rules and regulations for the organization, gradation and government of the school, and power to suspend any pupil from the privileges of the school for non-compliance with the rules established by them or by the teacher with their consent, and it is not proposed to throw any obstacle in the way of the furtherance of these duties. But these powers and duties can be well fulfilled without denying to the parent all right to control the education of his children.

These views are decisive of this case. Under the circumstances

the plaintiff had no right to punish the boy for obedience to the commands of his father in respect to the study of geography. She entirely exceeded any authority which the law gave her, and the assault upon the child was unjustifiable.

For these reasons the judgment of the circuit court must be reversed and a new trial ordered.

#### SYNOPSIS OF THE DECISION.

1. Where a father had directed his child, in attendance upon a public school in this state, to pursue only certain studies selected by the father from those required or permitted by law to be taught in such school, and actually taught therein, and had forbidden the child to pursue a certain other study, and this fact was known to the teacher of the school, such teacher was not authorized to *inflict corporal punishment* upon the child for the purpose of compelling it to pursue the study so forbidden by the father.

2. Where the teacher inflicted corporal punishment in such a case, and the father caused her to be prosecuted as for an assault and battery upon the child, he was not liable to the teacher for a malicious prosecution.

3. Whether the action for malicious prosecution will ever lie in a case where the prosecution was dismissed, on motion of the defendant therein, and without the consent of the complaining witness, is not here decided.

4. Our statutes give the school board in each district power to make all needful rules and regulations for the organization, graduation and government of the school, and to *suspend* any pupil from its privileges for non-compliance with reasonable rules established by the board, or by the teacher with his consent; and this decision is not designed to interfere with the performance of these duties.

#### REMARKS.

It will be gathered upon the first point made that the court decides it to be the law that a teacher in a public school cannot control the studies of a pupil if its father chooses, within the limitations named, to determine the matter himself.

Questions of precisely the same nature have not, within my experience, been sent to this office for official opinion, and such a question would not come before it on appeal. When it has been asked whether the pupil is obliged to submit to the rule of the school that certain classes shall at certain times engage in certain exercises, as for instance writing compositions, exercises upon the elementary sounds, etc., the question has been answered in the affirmative; and to the further question whether the parent may exempt his child from obedience to such rules, the reply has been in

the negative. For it has been held that the teacher must be allowed, in subordination of course to the laws and to the authority of the school board, to carry on the work of the school without dictation or interference on the part of individual residents in the district, whether parents or otherwise; and that while respectful attention should be given to any reasonable request of a parent as to the exemption of a child from a particular rule or exercise, to admit his right to dictate in the matter would introduce such a conflict of authority as would be subversive of the proper discipline and government of the school.

The case adjudicated is somewhat different. The law prescribes that certain branches shall be taught in the public schools: not, I should say, for the purpose of giving parents an opportunity to select therefrom for their children, but as the proper and essential branches of a common school education; and the teacher, in contracting to teach the school, is bound to teach these branches and not others in their place, or to their neglect. The fair presumption, I should have said, is, that the law intends that they are to be taught to all pupils—not all at once, of course, to youngest and oldest alike, but to all in due place and degree. Now, when a pupil is in that department or class, or, in other words, has arrived at that degree of advancement where it is proper and in accordance with the grade and classification of the school for him to take a certain study, while the parent should, of course, be permitted to ask as a favor that a child for reasons given may be exempted from a particular study for the time being, it seems incompatible not only with the proper discipline and success of the public schools but with the objects for which they are established, that the law governing in the matter should be such as to allow that each parent may diminish at pleasure the studies to be pursued by the child. If the right exists as to one study, it exists as to more, and if a number of pupils claim exemption, by the order or permission of parents, from various studies, on the plea of paying more attention to others, then the natural result would be, that as they must ordinarily recite in the organized classes in the studies which they do pursue, they will have idle time on their hands, the effect of which is not hard to predict. It is quite obvious, I think, from this and from other considerations, that such an outside right of exemption from study must interfere with the discipline and good order of the school.

But there is another aspect in which the matter is to be viewed. While I would not contend for compulsory attendance upon the public schools, yet the drift of modern opinion and legislation is to the effect that the state must require, as a measure of self-preservation, that children and youth receive at least a fair elementary education. To this end the state provides schools, and though she may not compel children to attend these schools, she may require that they shall in some way be properly instructed. Now if the law allows the parent to exempt the child in the school from certain studies, it allows him so far to interfere with what the law itself elsewhere prescribes, or should prescribe, in order to accomplish its end. If the exemption may be claimed temporarily, it may be claimed permanently.

A very respectable teacher, principal of a large graded school, has just called upon me and asked what he should do in the case of several large pupils in his department who claimed exemption from certain studies on this plea of paying more attention to others, remarking that the effect was bad, first upon the school, and in the second place upon themselves, and that the board would not help him. I was obliged to tell him that his hands were tied.

The teacher, as I understand the matter, is clothed with no arbitrary power, but is the agent of the school authorities, and is responsible to them and not to the individual parent. There is no privity of contract between the teacher and the parent. Of course I do not mean that the teacher is not amenable for any misconduct or abuse of authority whether in the school room or out.

Looking at the subject on these general grounds, and from the several standpoints of teacher, parent and school officer, I should have held, with the circuit court, that the teacher, not as an individual, but as the representative of the school authorities, is justified in requiring the pupil to attend to the usual studies of his class, and that if exemption is granted in any special case, it should be, not at the demand of the parent as a right, but with the consent of the board. And it is therefore unfortunate that the issue came in the particular form in which it did before the courts. This, of course, the courts could not control. But if the teacher, who very likely was young and inexperienced, had been thoughtful enough to refer the matter to the board, and the board had sustained the position that all pupils must take all the studies of the class unless exempted on request of the parent, as a favor, the

question of paramount authority would have been raised in a more satisfactory way, and the judgment of the higher court would have covered a broader ground.

The court further showed that a pupil may be suspended by the board for non-compliance with the rules of the school, and pointed out that the decision rendered does not interfere with the execution of this law. The statute also allows expulsion for persistent disobedience. It is presumed that the statute is not to be interpreted as precluding the infliction of any other punishment, or the enforcement of any other rules than those adopted by the board, or by the teacher with their consent. As a matter of fact, the board, in the country districts, most frequently makes no rules, and gives no formal consent to those made by the teacher. In other words, it simply neglects to act in the matter at all, but hires the teacher, puts her in the school-room, perhaps tells the scholars they "must mind," and leaves her to steer her way as best she can by the light of the school code, if there is one to be had, and the traditional usages to which she has been accustomed.

This decision will do much good in one way at least; it will call attention to the need of specific rules for the guidance of both teacher and pupil, and of a clearer understanding of the rights, the duties and the liabilities of parents, pupils, teachers and school officers. But more than this—the law being determined as indicated, in regard to the power of the parent, the question fairly arises whether some further legislation is not needed. This is a question upon which there is likely to be difference of opinion; but we are all aware that this is a transitional period in all matters of social science, and and not least so in all questions connected with public education.

Very truly yours,

J. B. PRADT.

# TOWN HIGH SCHOOLS.

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## AN ACT IN AID OF FREE HIGH SCHOOLS.

(Passed by the State of Maine.)

*Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:*

SEC. 1. When any town shall have established and maintained a free high school as provided by this act, for at least ten weeks in any one year, such town, on complying with the conditions herein set forth, shall be entitled to receive from the state one-half the amount actually expended for instruction in said school, not however exceeding five hundred dollars from the state to any one town; *provided*, that no town shall be entitled to such state aid unless the appropriation and expenditure for such school on the part of said town, has been exclusive of the amounts required by law to be expended for common school purposes. Such state aid shall be paid from the state treasury on and after the first day of December of each year, upon certification by the governor and council as provided by section eight.

SEC. 2. Any town may establish and maintain not exceeding two free high schools; and when two such schools are maintained, shall be entitled to receive the same state aid as if the expenditures for both schools had been made for one school. Two or more adjoining towns may unite in establishing and maintaining a free high school, and both receive the same state aid as if such school had been maintained by one town. So long as any town shall decline to avail itself of the provisions of this act, a school district or union of districts in such town, may establish and maintain a free high school, and receive state aid the same as the town might have done; *provided*, that no more than two such free high schools shall be established in any town, and that the amount of state aid extended to the districts in any town shall not exceed the sum that the town



might have received. Two adjoining school districts in different towns may establish and maintain a union free high school, and with the consent of both towns, may receive a proportional part of such state aid, to be determined as provided by section eight, but in no case to exceed the amount that either town might have received. Towns shall receive in trust and faithfully expend donations and bequests made to aid in the maintenance of free high schools, and shall receive state aid in such cases to the same extent, and on the same conditions as if such schools had been established and maintained by taxation; *provided*, that no town shall be entitled to receive such state aid on any expenditure for a free high school or schools made from the funds or proceeds of the real estate of an academy or incorporated institution of learning, surrendered or transferred to such town for educational purposes.

SEC. 3. Any town, or union of towns or districts, voting to establish a free high school as herein provided, may locate the same permanently, or vote that the terms of said school be held alternately in such school districts within the town or town as may be selected, and as may accept said school. It shall be the duty of the district in which said free high school is thus held, to supply appropriate equipments for the same, and also to furnish and warm a suitable building; *provided*, that such district may use its district school-house for such free high school, when not required for ordinary school purposes.

SEC. 4. The course of study in the free high school contemplated by this act, shall embrace the ordinary academic studies, especially the natural sciences in their application to mechanics, manufactures and agriculture. Such school or schools, when established by any town or union of towns, shall be free to all the youth in such town or towns, on such attainments of scholarship as shall be fixed by the superintending school committee or committee having the supervision of said school or schools. When such school is established by any school district or union of school districts, it shall be free in the same manner to the scholars within such district or districts; and also open to scholars passing the required examination from without such district or districts, but within the town or towns in which said district or districts are situated, on the payment to the agent of the district in which such school is located, of such tuition, to be fixed by the superintending school committee or committees having the supervision of the same, as

shall be equivalent to the cost per scholar of maintaining such school, after deducting the aid extended by the state. Whenever, in the judgment of the superintending school committee or committees having the supervision of any free high school or schools, the number of pupils in the same may be increased without detriment, scholars from without the town or towns directly interested in such school or schools, may be admitted to the same on passing the required examination, and paying such tuition as may be fixed by said committee, to the treasurer of the town in which the school is kept, when such school is maintained by a town or union of towns, or to the agent of the district in which the school is kept, when such school is maintained by a district or union of districts.

SEC. 5. Free high schools established and maintained under the provisions of this act, shall be subject to the laws of the state relating to common schools so far as applicable, except as herein otherwise provided. When established and maintained by a town, such free high school or schools shall be under the supervision and entire management of the superintending school committee of such town. When established and maintained by a union of towns, such school shall be under the supervision and entire management of the superintending school committees of such towns, who shall constitute a joint board for that purpose. When established and maintained by any district or union of districts in the same town, such school shall be under the supervision of the superintending school committee of such town, and under the financial management of the agent of the school district in which the school is kept, who, in connection with said committee, shall employ the teacher or teachers for the same. When established and maintained by two districts in different towns, such school shall be under the supervision of the superintending school committees of such towns, who shall constitute a joint board for that purpose, and under the financial management of the agents of both districts, who, in common with said committees, shall employ the teacher or teachers for such school.

SEC. 6. Towns and school districts are hereby authorized to raise money for the purpose of establishing and maintaining free high schools, and erecting buildings and providing equipments for the same, in the same manner as provided by law for supporting common schools and erecting school-houses.

SEC. 7. Any town may from year to year authorize its superintend-

ing school committee to contract with and pay the trustees of any academy in said town, for the tuition of scholars within such town, in the studies contemplated by this act, under a standard of scholarship to be established by such committee; and the expenditure of any town for tuition in such academy shall be subject to the same conditions, and shall entitle such town to the same aid from the state as if said town had made such expenditure for a free high school.

SEC. 8. The superintending school committee or committees having the supervision of any free high school or schools, shall annually, before the first day of December, make return under oath, to the superintendent of common schools, on blanks prepared and sent out by him, of the amount appropriated and also the amount expended by each town or school district for instruction in such free high school or schools during the current year; also of the amount appropriated and the amount expended for common school purposes by each town or school district maintaining such free high school or schools; the number of weeks which such school or schools have been taught; the wages paid each teacher; the number of pupils registered; the average attendance; the number of pupils in each branch of study pursued; and the amount received for tuition. If the superintendent of common schools shall be satisfied that the provisions of this act have been complied with, he shall certify to the governor and council the sum which each town or district is entitled to receive from the state under this act. If any town or district is dissatisfied with the decision of the superintendent of common schools, such town or district may appeal to the governor and council. The governor and council shall issue a certificate to the treasurer of the town or agent of the district for such amount as they may adjudge such town or district is entitled to receive from the state treasury.

SEC. 9. This act shall take effect when approved.

Approved February 24, 1873.

## FREE HIGH SCHOOLS.

The following circular was issued from the office of the State Superintendent of Maine to the several towns of that state, in May, 1873:

*Why established?* In the early history of the state, academies were established and endowed by the legislature to secure better facilities for a higher English and classical education than could possibly be afforded by the common schools. In process of time, some of these academies have become semi-colleges, placing themselves beyond the ordinary popular demand by fixed courses of study and increased expenses to students. Others have been merged into the city or town high school. The most of them have been unable, through limited funds, to secure or retain such a class of teaching ability as was needed. Consequently, numerous demands were made on the state to grant further aid. As such aid, given by the state as a whole, could have only a local application and benefit, and as these institutions were always *tuitional*, never *free* schools, it was decided to place the gifts of the state on a broad, general basis. The state, therefore, declining to make any *special* appropriations, says to each and all of the towns in the commonwealth, establish a free high school and the state will defray one half the cost of *instruction* in each school, under certain conditions expressed in the legislative enactment in aid of free high schools.

*Conditions.* The state pledges itself to pay one-half the expense for instruction in a free high school, meaning by this, only the board and wages of teachers, provided (1) that the sum thus paid by the state shall not exceed the sum of five hundred dollars in any town; (2) that the town or towns, district, union of districts or individuals, make special appropriation for payment of one half of cost of said instruction; (3) that such appropriation be exclusive of the amounts required by law for common school purposes; (4) that tuition shall be free to all pupils admitted from the town or towns, district or districts, making such appropriations; and (5) that no funds or proceeds of the real estate of an academy or incorporated institution of learning, surrendered or transferred to towns for educational purposes, shall be considered as part of the appropriation made by towns.

*State aid, when paid.* On or prior to December first of each year, towns must make certified returns to the State Superintendent of Common Schools, indicating (1) precise amount expended for *instruction* in said high school; (2) amount raised by special appropriation for free high school, and (3) a compliance with the general conditions above mentioned. This return, being properly vouched by the town officers, and approved by the State Superintendent, will be transmitted to the governor and council for inspection, and if accepted by these officers, a warrant on the state treasury will be issued by the governor in favor of the town treasurer or district agent, for such an amount as may be adjudged due in the several cases, payable in December of each year.

*Grade of Admission.* Although the proposed schools are termed high schools it is not expected that they will come up to the full grade of classical schools, or even the ordinary academy at first. They will be the peoples' high schools for a superior English and scientific education, excluding at first, simply all primary classes and affording the general culture demanded by the increasing business, manufacturing and mercantile wants of the times. While, therefore, the grade of admission of pupils to these rests virtually with the school officers of the several towns under the provisions of this act, with the advice and consent of the governor and council, the following *minimum* grade of admission has been established this year, indicating the line of division between the high school and any lower grade, and the basis upon which a certificate for payment of gratuity by the state will be issued. Of course, town committees can establish a higher grade of admission, according to the wants and wishes of the several communities where the schools are established. Examination is required in none but the branches specified by statute, and as follows:

*Spelling.*—First fifty pages of ordinary spelling book.

*Reading.*—Through the Third Reader, so called.

*Writing.*—At discretion; a fair hand.

*English Grammar.*—To syntax; Greene's Introduction.

*Geography.*—Through United States, Warren's Primary Geography.

*Arithmetic.*—Fundamental rules, common and decimal fractions.

*History.*—Nothing.

*Physiology.*—Nothing.

*Bookkeeping.*—Nothing.

*Ten* questions should be given in each of the first six branches enumerated. Pupils **answering** seventy-five per cent. in each branch should be entitled to admission. **These** schools are intended as the American Free High Schools for the people, and **the** grade of admission should not be so high as virtually to exclude the more advanced pupils in the public schools, nor so low as to make them simply "primary" or common schools of a low grade. The good judgment of the town officers, in whose care, practically, these schools are placed, will undoubtedly suggest a standard of admission wisely adapted to secure the interest and confidence of parents and the highest welfare of the pupils.

*What studies best be pursued.* The free high school, forming a part of the public school system, which was established for self-preservation, for citizenship, and the common courtesies and refinements of life, it seems proper to suggest the following branches of study as of primary importance to the manufacturing and business interests of the state:

SPELLING,	-	$\left\{ \begin{array}{l} \text{Oral and} \\ \text{Written.} \end{array} \right\}$	Whole school, once a day, using spelling book, dictionary, reading book, newspapers and periodicals. Spelling matches.
READING,	-	$\left\{ \begin{array}{l} \text{Elementary Sounds.} \\ \text{Voice building.} \\ \text{General rules.} \\ \text{Practice.} \end{array} \right\}$	Fourth or Fifth Readers, all in one class. Selections from newspapers and periodicals. Reading, recitations and declamations by all the pupils.
WRITING,	-	$\left\{ \begin{array}{l} \text{Imitation of copies from books or charts. Elements of small and capital letters. Aim after a good fair business penmanship. Writing letters, proper folding and superscription.} \end{array} \right\}$	
DRAWING,	-	$\left\{ \begin{array}{l} \text{Free hand.} \\ \text{Mechanical.} \end{array} \right\}$	$\left. \begin{array}{l} \text{Linear.} \\ \text{Original designing.} \end{array} \right\}$ Copying.
GEOGRAPHY,	-	$\left\{ \begin{array}{l} \text{Political.} \\ \text{Physical.} \\ \text{Mathematical.} \end{array} \right\}$	$\left. \begin{array}{l} \text{Relations of earth to man.} \\ \text{Relations of earth to nature and natural laws.} \\ \text{Relations of earth to the solar system.} \end{array} \right\}$
			Test classes on shipping lists, imaginary voyages and travels, with description of places and peoples. Map drawing.
ARITHMETIC,	-	$\left\{ \begin{array}{l} \text{Mental.} \\ \text{Written.} \end{array} \right\}$	$\left. \begin{array}{l} \text{Facility and accuracy in mental computations.} \\ \text{Clinch principles by original examples in practical matters. Single entry accounts.} \end{array} \right\}$

BOOKKEEPING,	{	Single and Double entry.	
GEOMETRY, -	{	Plane Geometry. Trigonometry. Surveying. Navigation.	
ENGLISH GRAM- MAR,	{	Study of text book. Correction of common errors. Class criticisms. Letter writing and composition. English Literature. Study of standard authors.	
HISTORY, -	{	Manual of universal history. United States, partly in connection with Geogra- phy; not dates and forms merely, but underly- ing principles of human society.	
SCIENCE OF GOVERNMENT,	{	Governments in general. Constitution of United States and of Maine. Citizens' Manual.	
PHYSIOLOGY,	{	Human and comparative Anatomy. Hygiene. Laws of health and life.	
PHYSICS, -	{	Chemistry. Natural Philosophy, Mechanics. } Object Botany. } Lessons. Mineralogy. }	
MORALS AND MANNERS,	{	Social duties. Moral obligations. Fundamental truths of Christianity.	

To the above course (in certain localities), may be added the higher mathematics, modern and ancient languages, and belles-lettres.

### TOWN HIGH SCHOOLS.

BY W. H. CHANDLER, SUN PRAIRIE.

One of the most frequent and most urgent inquiries, which is made in connection with the common school work is, "In what way can provision be made for instruction of our children, after they have completed what they can be furnished in the district school?" This question recognizes a widely and deeply felt need of schools of a higher grade, that shall do the work of the academy, as it is found in Eastern and Middle States, and yet shall be so accessible as to render it unnecessary to send children away from the immedi-

ate supervision of parents, at a very early age, or to subject parents to the inevitable and considerable expense incident to support away from home.

Some have sought and looked for a solution of this question in the establishment of county academies. Propositions looking to this end have been agitated in the legislatures of former years, and a bill has been proposed at the present, providing for authority for counties to establish such schools, to be managed by a board of trustees elected by the people, and to which encouragement shall be given by apportionment from funds to be obtained by direct tax upon the whole state.

The objections attendant upon this scheme are:

1st. The difficulty which would arise in many counties in determining the location for such a school.

2d. The fact that it would not obviate very largely the necessity of supporting pupils away from home.

3d. No number of such schools as the county would be likely to provide, would accommodate all needing such instruction as they would afford, and the probability that they would soon become very local in their benefits.

These are not insuperable objections, but it is feared they are sufficiently formidable to deter many localities from making the experiment for a long time, and it is something to meet a *present* and *pressing* want that is called for.

Some have looked for help in what is known as the "Township District" system, a law permitting the adoption of which, and providing for work under it, is already upon our statute book. It has seemed to me that this has given better promise of good in the direction sought than any other project yet devised. But very little attention or thought has been given to it, however, as far as I have been able to learn, and not a single town in Dane county, as far as I know, has even taken the pains to appoint a committee to inquire and report upon the advisability, expense or practicability of adopting that system.

In one town, however, in this Superintendent District, an experiment is being tried informally, by some of its citizens, that illustrates how easily, cheaply and efficiently the system might be made to work. I want to make mention of it here, by way of preface to one or two suggestions upon the matter.

In the town of York they have a modest Town House, which of



course the town has no use for except upon three or four days in the year. The use of this was secured, and it was fitted up with seats to accommodate twenty-five or thirty students, not with expensive patent furniture, but comfortably and substantially. Blackboard and Dictionary were supplied; a teacher—Mr. Hicks, of the state University—was engaged, and the school was opened. The students are from several different school districts in the town. Reading, spelling, arithmetic, grammar, algebra, geography, history of the United States and penmanship are taught, the school being arranged in two grades. The patrons of the school share equitably the expense; this will not exceed eight dollars per scholar for a term of three months, which includes, of course, the expense of fitting up the room. Scholars all board at home, the distance from any part of the town not being so great as to prevent this on the part of pupils of sufficient age to attend such a school. By this means, observe, these pupils are obtaining thorough and systematic instruction in advanced studies, which it would be impossible for them to obtain at the hands of the district school teacher, however competent, with the multiplicity and variety of duties imposed upon him. The district schools are relieved of classes in these higher branches, and thus are enable to devote more time and thought upon elementary instruction—give more thorough drill upon the fundamental principles and facts which underlie and make possible all future proficiency. The country schools have thus, largely, the benefit of a graded system of schools, and there is no reason why, under such an arrangement, all who desire may not prepare for the State University as well as at the village or city graded school.

The *cost*, though apportioned among only *twenty-five*, is insignificant—less than the sum each student taking preparatory studies at the University pays per term *for room rent alone*.

The suggestion I wish to make in reference to this matter is this: Whatever is practicable in this matter in the town of York, is practicable in almost every town. The success of this experiment, thus made under limited conditions, assures me that such an experiment, made under less limited and more systematic conditions, provided in the township district plan, would, in ninety-nine cases in every one hundred, work so admirably as to commend itself to the judgment of the originators as a great step in the right direction.

Every town ought to have a town house; very few now have them. Would it not be wise for every town, at the next town election, at least to appoint a committee to inquire fully into the merits of the township system and report upon the matter.— *Wisconsin Journal of Education, March, 1873.*

## PUBLIC HIGH SCHOOLS.

[From Illinois School Report, 1871-2, of Hon. Newton Bateman, Sup't Pub. Instruction.]

Resuming the consideration of those changes in the law whose effect will, it is believed, be beneficial, prominent mention should be made of the provisions in section thirty-five, for the establishment and support of township high schools, for the education of the more advanced pupils. The mode of procedure is simple: Upon petition of fifty voters of the township, the question is first to be submitted to a vote of the people at some stated election of trustees; if a majority of the votes cast are in favor of a high school, it becomes the duty of the trustees to select an eligible and convenient site, and establish thereon a township high school. The management and control of the school vests in the board of trustees, who are clothed with all the powers and charged with all the duties of school directors, in respect to such township high school—the township itself being, in law, a school district, for the special purposes named. No new offices are created; no additional machinery is required. If the citizens of a township desire a high school, where their children can pursue the more advanced studies, they have but to attend the election and vote for it. The trustees thereupon become *ex-officio* directors for such high school, with ample powers, and the thing is done.

The advantages afforded by this provision are so great and obvious, that a marked increase in the number of good public high schools is confidently anticipated. It brings the means of higher instruction to the very doors, as it were, of the people. It saves the expense, and the moral and social risks, incident to boarding schools, and other institutions remote from the salutary restraints of home. It plants in the midst of every township adopting the plan, a school, the influence of which will, in time, favorably affect the tone of society, and nearly every interest of the community, not excepting the value of real estate and other property; for it will

invite those who seek homes where they can educate their children without being parted from them — families of means, intelligence and refinement — whose coming is a blessing to any community. It will powerfully tend to equalize the educational facilities of the state, which are now overwhelmingly in favor of cities and villages.

# STATISTICAL TABLES.

TABLE No. I.

## APPORTIONMENT OF SCHOOL FUND INCOME IN 1874.

The following apportionment was made in June last, on the returns made for the school year ending August 31, 1873. The rate was 42 cents per scholar. The amount received by the cities is included:

COUNTIES.	No. of Children.	Apportionment.
Adams .....	2,558	\$1,074 36
Ashland.....	200	84 00
Barron .....	385	161 70
Bayfield.....	153	64 26
Brown.....	11,600	4,872 00
Buffalo.....	4,872	2,046 24
Burnett.....	362	152 04
Calumet.....	5,559	2,334 78
Chippewa.....	2,988	1,233 96
Clark.....	1,629	684 18
Columbia.....	10,899	4,577 58
Crawford.....	5,895	2,475 90
Dane.....	20,590	8,647 80
Dodge.....	17,680	7,425 60
Door.....	2,388	1,002 96
Douglas.....	341	143 22
Dunn.....	4,255	1,787 10
Eau Claire.....	4,081	1,698 02
Fond du Lac.....	19,188	8,058 96
Grant.....	14,633	6,145 86
Green.....	8,868	3,722 46
Green Lake.....	5,319	2,233 98
Iowa.....	10,473	4,398 66
Jackson.....	3,680	1,524 60
Jefferson.....	14,872	6,248 24
Juneau.....	5,350	2,247 00
Kenosha.....	5,218	2,191 56
Kewaunee.....	5,293	2,223 06
La Crosse.....	7,858	3,300 36
La Fayette.....	9,200	3,864 00
Manitowoc.....	15,564	6,536 88
Marathon.....	2,719	1,141 98
Marquette.....	3,348	1,406 16

TABLE No. I.—*Apportionment of School Fund Income—con.*

COUNTIES.	No. of Children.	Apportionment.
Milwaukee .....	36,945	\$15,516 90
Monroe.....	7,421	3,116 82
Oconto .....	3,345	1,404 90
Outagamie .....	8,981	3,772 02
Ozaukee .....	7,419	3,115 98
Pepin .....	2,017	847 14
Pierce .....	4,929	2,070 18
Polk .....	1,929	810 18
Portage .....	4,559	1,914 78
Racine .....	9,774	4,105 68
Richland .....	6,699	2,813 58
Rock .....	13,713	5,759 46
St. Croix .....	4,820	2,024 40
Sauk .....	9,852	3,927 84
Shawano .....	1,545	648 90
Sheboygan .....	13,669	5,740 98
Trempealeau .....	4,764	2,000 88
Vernon.....	8,344	3,504 48
Walworth .....	9,233	3,877 86
Washington .....	10,319	4,333 98
Waukesha .....	10,589	4,447 38
Waupaca .....	6,567	2,758 14
Waushara .....	4,884	2,051 28
Winnebago .....	14,444	6,066 48
Wood.....	1,823	765 66
Totals.....	435,947	\$183,097 74



TABLE No. II.—Districts, Children and School Attendance—continued.

COUNTIES.	Whole number of School Districts in the county.	Number of Districts which have reported.	Whole number of parts of Districts in the county.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in county.	Number over 4 and under 20 years in Districts maintaining school 6 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who attended during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Dodge, 2d....	65	63	52	52	4,532	4,411	8,943	8,943	16,015	4,166	6	23	4,189	300,620	1	1,036	301,657
Door.....	89	87	8	8	1,360	1,332	2,692	2,558	5,172	1,630	30	9	1,654	104,819	897	181	105,897
Douglas.....	2	2	.....	.....	170	154	324	324	200	261	.....	.....	261	28,815	.....	.....	28,815
Dunn.....	70	70	14	14	2,289	2,239	4,521	4,467	10,355	3,498	2	35	3,525	209,788	28	1,434	211,245
Eau Claire....	45	45	12	12	2,278	2,213	4,491	4,318	7,061	2,985	7	26	3,018	250,495	604	1,199	252,008
F'd du Lac, 1st	90	90	53	53	3,756	3,494	7,250	7,202	19,397	5,134	5	18	5,272	398,442	76	622	400,012
F'd du Lac, 2d	75	75	18	18	3,876	3,811	6,517	6,517	12,749	3,801	11	52	3,864	278,285	129	328	278,742
Grant.....	213	210	48	48	8,024	7,573	15,597	15,527	29,885	10,735	17	40	10,802	778,524	287	1,698	780,454
Green.....	96	96	53	53	4,246	4,166	8,412	8,412	23,527	7,077	9	38	7,124	559,894	133	1,126	561,143
Green Lake....	41	41	52	51	2,086	2,111	4,197	4,197	13,129	3,266	.....	.....	3,266	187,960	.....	.....	187,960
Iowa.....	106	104	31	22	4,510	4,198	8,708	8,592	14,510	5,317	27	39	5,880	349,991	395	974	351,358
Jackson.....	59	59	22	20	2,018	1,826	3,844	3,693	8,816	3,384	6	10	2,400	175,820	17	246	176,088
Jefferson.....	171	171	85	85	5,799	5,422	11,221	11,221	23,856	7,054	10	28	7,092	504,132	292	1,283	505,657
Juneau.....	69	69	39	39	2,963	2,827	5,790	5,714	11,475	4,470	5	70	4,545	306,014	106	1,131	307,251
Kenosha.....	61	60	27	27	1,702	1,631	3,333	3,333	11,442	2,082	1	22	2,105	158,785	5	791	164,515
Kewaunee....	43	43	10	10	2,967	2,789	5,758	5,310	7,761	2,622	30	8	2,665	251,768	2,515	22	254,308
La Crosse....	55	54	26	26	2,402	2,236	4,638	4,628	10,368	3,070	6	26	3,102	220,367	113	1,127	221,610
La Fayette....	102	102	45	45	4,646	4,501	9,147	9,142	21,103	6,500	8	11	6,519	430,631	293	8,087	461,232
Manitowoc....	86	86	43	43	3,152	3,105	6,257	6,051	15,511	7,875	10	17	8,002	667,493	159	639	668,292
Marathon....	56	56	6	6	1,224	1,176	2,400	2,363	7,109	1,212	.....	2	1,217	85,594	.....	132	85,726
Marquette....	46	46	39	39	1,838	1,705	3,543	3,528	9,734	2,095	8	5	2,108	135,073	822	191	135,586

Millwaukee, 1st	27	27	16	16	2,107	2,072	4,179	4,179	7,192	2,199	4	3	9,206	171,861	100	165	171,626
Millwaukee, 2d	31	30	4	4	1,856	1,801	3,657	3,657	5,241	1,761	7	2	1,770	183,516	49	177	183,660
Monroe	89	88	55	53	4,101	3,612	7,718	7,675	17,815	5,653	18	29	5,700	416,637	873	1,696	418,677
Oconto	81	29	.....	.....	1,360	1,218	2,578	2,578	4,586	1,629	10	9	1,648	189,158	178	503	189,889
Outagamie	81	81	19	19	3,757	3,550	7,307	7,307	14,278	4,887	7	4	4,898	318,055	30	57	318,183
Ozaukee	59	59	11	11	3,799	3,562	7,361	7,361	9,505	3,804	13	1	3,818	206,950	771	42	207,768
Pepin	27	27	11	11	1,053	1,049	2,102	2,070	4,828	1,586	1	17	.....	87,400	83	782	88,214
Pierce	76	76	40	40	2,855	2,607	5,462	5,408	14,781	3,589	18	21	3,898	222,902	293	922	223,207
Polk	46	45	5	5	1,175	1,086	2,211	2,130	6,139	1,861	6	63	1,430	68,681	137	441	69,260
Portage	74	74	30	30	2,420	2,389	4,809	4,695	11,374	3,196	8	16	3,113	223,617	54	511	224,182
Racine	56	56	45	45	3,958	2,697	5,655	5,616	15,084	3,247	1	9	3,257	267,496	97	443	268,085
Richland	122	120	48	48	3,499	3,351	6,850	6,689	15,550	5,434	11	60	5,505	339,869	126	2,446	342,441
Rock, 1st	61	61	54	54	2,452	2,318	4,765	4,765	17,505	3,647	11	21	3,679	270,663	383	501	271,547
Rock, 2d	54	54	65	65	2,239	1,983	4,223	4,205	17,710	2,580	12	16	3,150	181,119	186	688	183,598
St. Croix	72	69	25	22	2,337	2,196	4,533	4,518	12,201	2,580	12	16	3,150	256,057	87	688	257,692
Sauk	139	138	70	70	5,086	4,879	9,965	9,906	24,558	7,264	5	28	7,297	517,614	155	986	518,758
Shawano	32	32	8	8	1,034	870	1,910	1,684	4,086	964	2	.....	.....	51,367	93	76	51,594
Sheboygan	91	91	50	49	5,898	5,546	11,374	11,374	20,726	6,538	6	29	6,533	490,585	94	1,403	492,087
Trempealeau	60	60	33	33	2,716	2,505	5,221	4,849	10,418	3,257	2	30	3,138	201,918	85	927	202,906
Vernon	120	120	59	59	4,495	4,071	8,566	8,452	21,167	5,698	9	65	5,772	328,485	55	2,722	326,265
Walworth	96	96	79	79	4,757	4,009	9,306	9,350	25,614	6,810	3	21	6,854	590,873	25	889	590,873
Washington	78	78	62	62	5,237	5,048	10,285	10,285	18,878	5,226	3	.....	.....	374,006	16	184	374,819
Waukesha	70	70	117	117	5,580	5,418	10,998	10,998	17,890	7,071	15	31	7,159	518,536	409	1,073	520,520
Waupaca	83	83	39	39	3,607	3,346	6,958	6,904	15,842	4,511	8	13	4,532	308,041	40	585	308,666
Waushara	62	62	67	64	2,485	2,227	4,662	4,662	17,026	3,896	13	20	3,484	222,119	229	718	223,066
Winnebago	99	98	47	44	3,857	3,722	7,579	7,511	18,638	5,982	14	24	5,492	371,514	295	875	371,163
Wood	39	39	2	2	687	702	1,389	1,389	4,010	949	.....	.....	949	.....	.....	.....	80,797
Total	4376	4340	3191	3153	130,200	117,041	263,301	263,174	732,932	236,932	497	1,260	287,509	16,867,785	12,200	46,262	17,048,596



TABLE No. III.

SCHOOLS, TEACHERS, WAGES, LIBRARIES, ETC.  
BY COUNTIES.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average Wages of Male Teachers per month.	Average Wages of Female Teachers per month.	Highest Wages paid.	Number of Scholars visited by County Superintendent during the year.	Number of different visits made.	Number of Addresses or Lectures delivered by him.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Adams	2	..	65	120	\$28 64	\$21 45	\$40 00	62	126	..	..	..	86	\$50 00
Ashland	..	..	..	..	32 16	29 72	87 00	1	8	..	..	..	..	..
Barron	..	..	36	51	80 00	..	80 00	30	96	42	..	..	..	..
Bayfield	..	..	1	1	45 15	27 73	80 00	1	155	158	..	..	170	60 00
Brown	..	1	92	119	44 46	80 71	45 42	81	104	168	..	..	418	418 00
Buffalo	1	2	80	113	44 41	24 35	40 00	75	8	171	\$186 25	..	..	..
Burnett	..	..	4	7	35 00	80 50	40 00	4	8	..	..	..	..	..
Calumet	1	..	70	99	44 41	24 35	88 88	54	75	..	83 24	..	331	848 73
Chippewa	1	1	70	108	53 60	87 09	129 72	37	41	..	..	..	416	446 00
Clark	1	..	53	86	39 77	30 60	75 00	44	78	..	..	..	260	435 00
Columbia	9	8	149	251	41 23	23 41	40 00	130	..	..	..	..	446	458 05
Crawford	1	1	85	137	39 28	26 20	70 00	22	16	54	8 40	..	..	14 45
Dane, 1st dist.	1	1	109	182	41 10	26 30	74 00	98	189	..	..	..	306	192 00
Dane, 2d dist.	1	3	147	240	40 16	24 87	94 44	138	224	4	..	..	904	879 00
Dodge, 1st dist.	5	2	111	189	40 45	23 82	75 00	93	169	187	17 00	..	604	676 00

Dodge, 2d dist.	7	84	150	48 01	26 53	120 00	40	40	60	20 00	610	380 00
Door	1	41	61	40 25	26 40	73 50	37	84	.....	.....	.....	8 00
Douglas	2	6	8	105 00	35 81	150 00	6	22	.....	12	.....	150 00
Dunn	1	92	149	40 44	32 75	120 00	46	69	.....	.....	62	96 00
Eau Claire	4	66	100	59 47	32 12	175 00	40	92	.....	.....	101	245 00
Fond du Lac, 1st dist.	2	108	176	42 00	26 32	80 00	102	223	.....	.....	144	40 00
Fond du Lac, 2d dist.	1	79	122	89 88	24 86	43 90	69	144	.....	.....	200	196 00
Grant	6	243	367	45 22	28 08	133 00	94	104	.....	4	19 50	326 00
Green	6	154	265	35 00	22 00	140 00	139	175	.....	81	48 00	335 00
Green Lake	6	73	133	87 27	24 00	52 00	71	142	.....	16	.....	.....
Iowa	7	131	203	35 57	23 20	50 00	47	47	.....	.....	154	99 00
Jackson	1	72	113	39 10	28 96	150 00	59	98	.....	8	.....	20 00
Jefferson	10	152	233	38 98	24 39	70 00	136	139	.....	1	6 00	323
Junesau	2	101	163	43 15	23 52	111 11	85	145	.....	.....	343	339 50
Kenosha	1	62	104	41 31	29 64	60 00	61	137	.....	.....	888	270 00
Kewaunee	2	54	68	36 66	23 23	60 00	43	.....	.....	.....	.....	.....
La Crosse	3	71	121	38 84	30 06	80 00	67	126	.....	.....	.....	63 50
La Fayette	2	135	223	41 25	23 67	100 00	41	41	.....	41	.....	220 00
Manitowoc	3	129	160	49 51	31 72	120 00	92	125	.....	2	.....	642 00
Marathon	1	57	72	41 46	32 00	50 00	52	23	.....	33	58 50	439
Marquette	3	60	91	22 55	21 33	60 00	57	116	.....	51	68	233
Milwaukee, 1st dist.	2	42	55	48 84	29 98	60 00	35	70	.....	4	10 00	67 00
Milwaukee, 2d dist.	2	37	53	54 76	31 90	70 00	31	70	.....	62	.....	784 00
Monroe	2	127	223	40 68	25 46	200 00	91	142	.....	.....	2 00	81 00
Oconto	2	36	48	63 10	36 89	80 00	31	72	.....	6	.....	7 85
Outagamie	1	95	161	39 51	28 94	52 50	94	167	.....	3	8 00	8 00
Ozaukee	6	65	77	46 75	23 48	100 00	62	64	.....	122	2 00	88
Pepin	1	39	63	40 64	29 00	75 00	15	21	.....	39	.....	903 89
Pierce	2	96	173	41 64	30 27	106 25	64	.....	.....	.....	.....	60 00
Polk	1	50	75	38 42	33 10	50 00	79	79	.....	21	14	35 00
Portage	2	91	134	46 00	27 00	155 55	80	144	.....	14	39 07	190 00
Racine	2	82	130	42 95	27 42	90 00	75	145	.....	1	1 50	163
Richland	2	125	225	31 23	21 55	80 00	84	95	.....	51	42 50	438 00
Rock, 1st dist.	1	89	165	43 34	23 91	133 33	81	150	.....	76	153 71	481 00
Rock, 2d dist.	2	99	177	38 25	26 83	46 75	87	191	.....	23	35 00	482 00
St. Croix	2	83	142	44 50	33 50	60 00	72	113	.....	33	.....	245 00

TABLE No. III.—Schools, Teachers, Wages, Libraries, etc.—continued.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Highest Wages paid.	Number of Schools visited by County Superintendent during the year.	Number of different Visits made.	Number of Addresses or Lectures delivered by him.	Number of volumes added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Sauk .....	5	4	179	275	\$39 76	\$26 76	\$144 44	122	154	29	10	\$40 00	906	\$909 90
Shawano .....	1	1	34	43	33 20	25 70	.....	15	.....	.....	.....	.....	7	5 00
Sheboygan .....	1	8	193	198	43 73	26 41	100 00	61	108	2	12	30 50	671	439 78
Trempealeau .....	1	1	73	130	38 80	23 78	80 00	60	113	113	3	1 50	155	181 00
Vernon .....	2	1	144	240	33 10	23 05	75 00	110	144	111	.....	.....	.....	.....
Walworth .....	1	7	160	271	50 70	27 60	125 00	117	252	.....	.....	.....	.....	.....
Washington .....	1	3	114	143	33 28	24 40	65 00	87	87	.....	.....	.....	418	307 25
Waushara .....	6	4	138	241	48 39	27 71	.....	90	6	.....	4	20 00	668	533 00
Waupaca .....	3	3	126	191	39 96	26 59	100 00	84	154	.....	.....	.....	84	180 00
Waushara .....	2	90	90	167	31 75	21 40	52 50	89	203	.....	94	25 00	197	171 00
Winnebago .....	2	5	108	180	57 60	27 30	70 00	97	47	.....	.....	.....	.....	.....
Wood .....	1	31	81	43	41 23	31 20	65 00	27	43	.....	.....	.....	8	20 00
Total .....	143	107	5,523	8,709	\$47 44	\$32 13	\$200 00	4,194	6,191	1,389	776	\$809 77	16,157	\$14,657 43

TABLE NO. IV.

SCHOOL HOUSES, SITES, APPARATUS, ETC.  
BY COUNTIES.

Counties.	No. of school houses in the county.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. furnished with sufficient black board.	No. of joint districts (with school houses in a certain town).
Adams .....	68	2,539	49	10	.....	46	37	35	10	14	37	19
Ashland .....	8	43	2	1	.....	2	3	3	.....	1	8	.....
Barron .....	21	670	11	1	.....	16	11	4	29	1	12	11
Bayfield .....	1	100	1	1	.....	1	1	1	1	1	1	.....
Brown .....	78	5,865	50	24	8	57	47	55	11	8	8	8
Buffalo .....	78	3,831	48	12	8	56	37	47	25	33	19	17
Burnett .....	4	880	1	2	.....	2	3	3	.....	4	4	.....
Calumet .....	64	4,198	51	23	8	48	44	31	18	28	11	10
Chippewa .....	63	2,392	56	24	.....	55	44	49	33	24	18	3
Clark .....	51	2,198	32	15	1	39	27	36	20	23	30	9
Columbia .....	147	8,797	110	50	10	118	108	110	62	65	3	40
Crawford .....	68	3,654	37	11	5	50	20	43	24	15	.....	18
Dane, 1st district .....	104	5,211	78	55	26	83	74	63	18	39	12	37
Dane, 2d district .....	186	7,369	103	47	29	100	84	50	25	74	1	36
Dodge, 1st district .....	102	6,147	91	27	15	80	69	63	23	23	21	28
Dodge, 2d district .....	91	5,748	79	24	18	75	59	77	13	18	4	31
Doer .....	41	1,730	20	8	.....	32	24	32	16	9	20	2
Douglas .....	3	296	1	1	.....	3	3	3	2	2	3	.....

TABLE No. IV.—*School Houses, Sites, Apparatus, etc.*—continued.

COUNTIES.	No. of school houses in the county.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses or built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with out-line maps.	No. furnished with sufficient black board.	No. of joint districts. (With school houses in certain towns.)
Dunn.....	83	8,629	57	12	.....	56	39	27	12	51	8	13
Eau Claire.....	50	3,142	36	8	2	35	36	39	11	32	4	5
Fond du Lac, 1st district.....	98	5,832	77	51	8	74	69	78	40	39	35	31
Fond du Lac, 2d district.....	77	5,050	72	21	9	59	67	60	15	45	50	14
Grant.....	216	14,125	156	61	40	173	120	164	41	173	.....	45
Green.....	133	8,545	100	44	31	107	65	97	31	53	59	32
Green Lake.....	68	4,114	55	18	8	56	41	41	7	10	26	25
Iowa.....	122	6,422	82	19	14	91	44	68	20	21	.....	18
Jackson.....	65	3,248	49	13	1	43	42	40	19	19	24	11
Jefferson.....	131	8,451	104	52	62	97	82	86	35	34	51	42
Juneau.....	88	4,297	63	18	.....	65	47	75	37	24	50	18
Kenosha.....	60	2,873	56	25	3	43	38	40	8	29	34	20
Kewaunee.....	50	3,955	39	15	.....	44	27	36	8	.....	.....	5
La Crosse.....	67	3,801	42	21	7	49	40	41	20	25	24	13
La Fayette.....	117	7,426	69	48	21	98	64	87	32	39	43	24
Manitowoc.....	107	9,898	87	17	7	91	72	68	23	58	31	22
Marathon.....	54	2,583	37	14	.....	40	20	25	20	36	36	5
Marquette.....	57	3,020	42	11	.....	45	30	31	14	9	2	15
Milwaukee, 1st district.....	35	2,851	31	18	9	30	24	34	20	19	34	7
Milwaukee, 2d district.....	33	2,190	81	16	8	27	26	27	10	20	10	2
Monroe.....	117	6,228	93	28	2	88	66	65	16	15	10	26
Oconto.....	35	1,786	25	13	.....	29	23	29	5	19	13	.....
Outagamie.....	92	4,226	72	42	1	73	66	72	23	41	40	12
Ozaukee.....	58	5,690	52	23	30	48	34	44	12	32	58	7

Pepin	35	2,065	17	19	4	26	28	29	11	10	.....	2	6
Pierce	87	4,259	68	17	.....	56	38	5	8	28	.....	4	18
Polk	47	1,476	11	10	.....	37	31	32	10	36	.....	42	3
Portage	82	4,282	58	17	.....	62	59	51	17	25	.....	20	21
Racine	77	4,190	69	37	20	53	51	33	19	30	.....	35	20
Richland	123	5,969	109	23	2	82	62	93	55	32	.....	59	23
Rock, 1st district	81	4,365	60	32	88	63	56	64	31	23	.....	53	24
Rock, 2d district	87	4,439	63	44	14	65	58	54	28	34	.....	63	32
St. Croix	82	3,606	43	36	2	68	55	63	19	46	.....	20	14
Sauk	162	8,539	119	43	13	105	95	110	61	76	.....	20	40
Shawano	34	1,571	11	5	1	22	7	11	.....	3	.....	25	.....
Sheboygan	113	7,985	106	27	6	94	71	69	35	37	.....	9	23
Trempealeau	73	2,941	36	22	2	51	39	52	16	23	.....	12	12
Vernon	140	6,894	113	18	2	96	53	106	38	34	.....	88	38
Walworth	127	8,178	106	56	24	95	91	104	60	49	.....	53	38
Washington	104	8,245	92	17	41	89	79	76	26	24	.....	99	35
Waukesha	120	8,067	95	41	38	86	80	88	41	57	.....	24	49
Waupaca	98	5,842	81	25	3	74	52	52	28	61	.....	11	21
Waushara	88	4,157	68	12	2	64	55	64	37	45	.....	11	31
Winnebago	101	6,979	85	51	17	79	74	64	42	41	.....	11	40
Wood	28	1,047	17	10	.....	25	19	18	1	10	.....	12	1
Totals	4,961	289,174	3,742	1,494	605	3,706	3,025	3,811	1,367	1,850	1,484	1,166	1,166

TABLE No. V.

## SCHOOL HOUSE PROPERTY.

BY COUNTIES.

COUNTIES.	Highest valuation of the school house and site.	Cash value of school houses in the county	Cash value of sites.	Cash value of apparatus, etc.
Adams .....	\$2,225	\$16,668	\$1,087	\$579
Ashland.....	3,500	5,000	1,000	75
Barron.....	1,201	4,841	110	51
Bayfield.....	3,000	2,500	500	.....
Brown .....	11,000	81,408	3,927	1,698
Buffalo.....	7,000	43,475	3,197	2,413
Burnett.....	.....	2,800	80	25
Calumet .....	6,000	81,520	3,056	1,473
Chippewa .....	6,000	29,160	7,685	1,015
Clark .....	16,000	81,507	4,082	1,237
Columbia .....	3,400	79,775	6,789	2,522
Crawford.....	7,400	19,404	2,093	1,444
Dane, 1st dist.....	6,000	56,180	3,877	1,626
Dane, 2d dist.....	3,700	75,987	5,494	3,712
Dodge, 1st dist.....	3,750	48,479	4,753	1,917
Dodge, 2d dist.....	12,800	62,945	5,752	1,572
Door.....	4,500	12,505	2,618	856
Douglas.....	13,900	11,570	7,500	100
Dunn .....	14,000	36,570	6,421	1,958
Eau Claire .....	20,000	66,470	11,169	1,473
Fond du Lac, 1st dist.....	8,000	57,733	6,030	1,885
Fond du Lac, 2d dist.....	1,700	33,530	3,690	1,596
Grant.....	20,400	168,690	11,195	4,107
Green.....	2,500	105,225	9,252	2,097
Green Lake.....	4,500	32,415	3,185	508
Iowa .....	3,000	43,280	5,235	1,607
Jackson .....	26,000	35,575	3,185	555
Jefferson .....	13,000	132,857	10,461	3,890
Juneau.....	8,575	35,035	3,650	1,060
Kenosha .....	2,500	28,855	2,782	1,443
Kewaunee.....	6,760	15,580	2,460	1,492
La Crosse.....	4,500	32,595	3,124	1,761
La Fayette.....	33,100	109,932	8,117	3,107
Manitowoc .....	45,000	109,199	14,459	3,472
Marathon.....	2,800	41,396	1,334	1,848
Marquette .....	2,600	19,568	906	589
Milwaukee, 1st dist.....	16,500	34,850	4,344	3,008
Milwaukee, 2d dist.....	7,450	26,255	3,070	1,160
Monroe.....	2,500	33,220	4,470	1,406
Oconto.....	3,500	22,400	3,978	1,769
Outagamie .....	1,800	38,374	4,437	1,415
Ozaukee.....	4,690	39,515	7,378	3,115

TABLE No. 5—*School House Property*—continued.

COUNTIES.	Highest valuation of the school house and site.	Cash value of school houses in the county	Cash value of sites.	Cash value of apparatus, etc.
Pepin .....	2,100	17,380	1,522	783
Pierce .....	7,000	89,117	2,619	1,833
Polk .....	1,500	14,085	867	664
Portage .....	3,500	32,168	4,128	1,050
Racine .....	6,000	46,825	4,960	1,241
Richland .....	4,000	36,890	3,013	1,701
Rock, 1st dist. ....	16,000	62,950	4,954	1,498
Rock, 2d dist. ....	10,000	59,950	6,567	2,852
St. Croix .....	1,700	33,480	3,880	1,547
Sauk .....	34,000	94,105	9,716	3,157
Shawsno .....	2,000	9,692	962	310
Sheboygan .....	12,500	63,981	6,257	3,514
Trempealeau .....	4,000	26,445	3,066	628
Vernon .....	9,000	44,218	3,560	2,959
Walworth .....	21,000	131,890	13,512	3,087
Washington .....	7,000	82,793	6,809	3,757
Waukesha .....	15,000	91,538	11,305	3,399
Waupaca .....	7,000	51,481	5,143	2,538
Waushara .....	2,200	28,524	2,297	1,297
Winnebago .....	8,400	71,875	9,223	3,058
Wood .....	850	7,340	675	496
Totals .....	\$45,000	\$2,910,875	\$296,718	\$109,365



TABLE No. VI.

PRIVATE SCHOOLS, NOT INCORPORATED.  
BY COUNTIES.

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Av. No. of days such schools have been taught.	No of pupils registered who have not attended district school during year.	Average number in daily attendance.
Adams .....						
Ashland .....						
Brown .....	7	4	16	189	517	70
Buffalo .....	2	2	4	217	205	70
Burnett .....						
Calumet .....	5	4	5	201	158	86
Chippewa .....	1	1	2	180	120	70
Clark .....						
Columbia .....	4	4	4	62	30	25
Crawford .....	7	7	20	23	20	13
Dane, 1st dist. ....	7	5	8	94	61	34
Dane, 2d dist. ....	15	8	16	111	117	28
Dodge, 1st dist. ....						
Dodge, 2d dist. ....	30	28	34	381	1,185	99
Door .....						
Douglas .....						
Dunn .....						
Eau Claire .....	2	2	5	72	45	31
Fond du Lac, 1st dist. ....	5	4	4	200	25	25
Fond du Lac, 2d dist. ....	16	16	23	199	734	73
Grant .....						
Green .....	14	5	29	132	225	80
Green Lake .....	2	1	2	130	75	28
Iowa .....	8	8	6	91	145	37
Jackson .....	2		2	60	18	14
Jefferson .....	14	12	14	155	409	48
Juneau .....	3	1	3	50	10	14
Kenosha .....	2	2	4	160	55	40
Kewaunee .....	4	4	6	228	297	106
La Crosse .....	5	4	7	104	90	42
La Fayette .....						
Manitowoc .....	21	11	15	143	337	44
Marathon .....						
Marquette .....	2	2	2	766	87	15
Milwaukee, 1st dist. ....	12	12	23	186	248	38
Milwaukee, 2d dist. ....	7	7	7	191	193	45
Monroe .....	3	2	3	266	88	68
Oconto .....	1		1			23
Outagamie .....	4	4	4	113	86	12
Ozaukee .....	16	16	19	249	403	48

TABLE No. 6—*Private Schools, not Incorporated*—continued.

COUNTIES.	No. of such schools in the county.	No. which are denominational or parochial.	No. of teachers engaged in such schools.	Av. No. of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Pepin .....						
Pierce .....	5	2	7	50	12	29
Polk .....	1		1	110	5	12
Portage .....	4	4	8	187	50	30
Racine .....	10	8	16	188	440	105
Richland .....	5		5	63	10	35
Rock, 1st dist .....	1	1	1	24		15
Rock, 2d dist .....	4	1	4	91	26	46
St. Croix .....	1		2			
Sauk .....	4	4	5	250	77	
Shawano .....	1	1	1	112	60	40
Sheboygan .....	20	17	19	175	475	83
Trempealeau .....	4	4	4	45	100	34
Vernon .....	8	6	9	58	16	18
Walworth .....	3		5	140	32	46
Washington .....	19	17	19	464	416	82
Waukesha .....	9	6	14	208	192	47
Waupaca .....	9	5	8	86	148	47
Waushara .....	1	1	1	57	3	28
Winnebago .....	3	3	3			
Wood .....						
Totals .....	330	133	422	124	4,688	45

TABLE NO. VII.

FINANCIAL STATISTICS — RECEIPTS.  
BY COUNTIES.

Counties.	Money on hand, August 31, 1873.	From taxes levied and repairs.	From taxes levied for teachers wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by county super- visors.	From State Income of School	From all other sources.	Total amount re- ceived during year.
Adams	\$1,982 89	\$914 81	\$6,768 99	\$24 00	\$134 21	\$1,032 42	\$1,017 82	\$449 96	\$12,328 70
Ashland	.....	.....	.....	.....	5,446 10	645 25	88 66	.....	.....
Barron	144 87	.....	684 56	.....	9,763 34	3,080 55	3,405 96	8,722 13	49,785 27
Bayfield	6,361 83	6,902 53	11,444 93	105 00	1,761 10	1,761 10	1,568 61	6,886 20	34,604 89
Brown	7,583 88	8,175 60	12,193 17	273 75	637 09	1,178 01	152 04	22 51	2,340 78
Buffalo	663 69	272 53	1,053 00	.....	2,317 41	2,178 01	2,444 34	1,417 83	25,340 76
Burnett	8,814 03	2,392 06	12,860 36	94 78	8,084 86	1,108 34	1,018 66	3,650 80	39,126 85
Calumet	12,906 32	8,746 09	8,727 84	608 84	8,084 86	1,098 92	419 24	7,687 69	33,572 69
Chippewa	9,774 81	6,491 00	8,132 08	218 95	760 00	3,663 01	3,754 54	5,658 78	44,637 65
Clark	6,188 11	6,250 45	21,840 90	204 35	1,416 22	3,098 92	419 24	2,362 89	34,826 14
Columbia	4,648 22	1,787 10	10,488 16	2,168 05	1,801 94	1,821 42	1,482 98	24,352 39	24,852 39
Crawford	4,827 68	3,816 09	14,404 80	313 68	2,272 61	2,772 61	2,652 43	3,454 54	34,326 34
Dane 1st	5,795 76	8,876 72	25,135 93	263 05	1,303 41	4,561 15	4,168 02	4,460 44	49,664 48
Dane 2d	4,590 41	1,488 31	20,101 59	70 00	993 90	2,873 45	3,110 54	1,888 22	34,714 43
Dodge 1st	3,968 32	7,621 13	16,163 20	154 55	961 70	3,891 78	3,816 62	1,967 62	36,544 87
Dodge 2d	5,296 78	1,698 88	6,952 39	.....	665 00	539 21	1,100 32	2,704 18	18,958 76
Door	2,156 26	987 16	5,000 00	.....	.....	.....	141 70	.....	8,295 12
Douglas	5,331 54	3,841 10	16,031 69	102 55	1,574 12	987 66	1,498 72	2,149 37	31,516 75
Dunn	9,988 17	7,061 59	21,435 17	1,039 39	530 00	998 22	1,155 81	6,945 89	49,004 00
Eau Claire	.....	.....	.....	.....	.....	.....	.....	.....	.....

Fond du Lac 1st.....	4, 56 79	2, 898 11	21, 312 76	402 00	1, 404 85	2, 197 38	3, 861 06	2, 944 12	89, 493 63
Fond du Lac 2d.....	8, 865 41	1, 773 68	9, 668 95	36 00	334 61	2, 563 99	2, 689 89	1, 249 85	22, 171 80
Grant.....	11, 807 60	5, 819 40	50, 714 69	269 23	1, 072 16	6, 020 68	6, 071 58	3, 551 85	85, 327 14
Green.....	4, 822 33	4, 265 21	27, 232 76	858 00	517 62	3, 644 49	3, 644 39	5, 182 47	49, 867 27
Green Lake.....	2, 975 03	2, 400 64	10, 423 95	90 00	176 84	1, 484 19	1, 470 78	1, 160 70	20, 182 13
Iowa.....	2, 802 55	1, 883 13	20, 216 36	158 01	6, 534 21	3, 147 90	3, 546 00	3, 062 23	40, 718 59
Jackson.....	6, 682 87	1, 709 65	13, 362 98	42 00	2, 496 81	1, 167 11	1, 098 46	2, 628 49	28, 623 99
J. P. Jefferson.....	5, 469 03	7, 051 10	23, 653 78	270 00	2, 629 61	3, 752 59	4, 214 81	3, 656 83	48, 843 06
Juneau.....	3, 891 60	2, 616 12	19, 505 28	92 39	546 54	2, 149 57	2, 085 89	1, 007 51	31, 894 90
Kenosha.....	1, 2 9 71	12, 137 00	55 50	55 50	.....	4, 337 38	1, 330 57	1, 923 10	21, 952 10
Keweenaw.....	5, 716 64	2, 759 00	7, 598 67	142 99	.....	2, 005 93	2, 162 88	1, 273 76	23, 309 54
La Crosse.....	5, 460 13	1, 885 60	13, 854 92	.....	1, 029 00	1, 898 26	1, 758 27	958 87	26, 340 10
La Fayette.....	6, 605 43	4, 382 67	23, 476 50	172 50	1, 495 47	3, 389 61	3, 561 71	7, 591 55	53, 037 49
Manitowoc.....	18, 709 63	16, 533 18	25, 468 05	160 33	1, 477 19	12, 509 85	6, 919 68	6, 608 11	86, 572 66
Marathon.....	14, 174 27	6, 035 73	7, 419 76	267 49	3, 292 29	3, 303 98	785 40	4, 633 27	37, 174 90
Marquette.....	4, 053 12	2, 845 97	8, 190 60	10 00	135 00	1, 411 65	1, 419 45	999 17	14, 151 00
Milwaukee 1st.....	3, 075 05	1, 06 92	8, 304 30	50 00	2, 307 75	2, 566 16	1, 783 97	2, 299 58	23, 743 81
Milwaukee 2d.....	5, 927 45	5, 601 45	23, 947 92	292 70	.....	2, 977 54	1, 601 40	2, 151 55	19, 081 81
Monroe.....	3, 481 63	1, 624 71	6, 276 40	487 39	374 11	3, 393 12	3, 836 31	4, 846 91	46, 337 38
Ontonio.....	6, 090 09	4, 111 21	14, 424 71	220 05	1, 439 98	3, 377 06	2, 699 29	9, 989 64	24, 683 48
Ozaukee.....	2, 983 27	2, 269 64	11, 019 53	614 82	1, 994 84	3, 408 38	3, 052 66	2, 016 24	33, 767 33
Pepin.....	1, 455 87	2, 017 94	6, 303 68	96 60	746 50	323 67	3, 052 66	417 75	26, 759 30
Pierc.....	5, 188 56	2, 969 10	17, 530 08	194 00	747 76	891 35	321 47	386 10	12, 394 25
Polk.....	3, 617 45	2, 926 37	7, 225 72	870 45	1, 286 73	1, 120 67	1, 474 60	3, 061 54	20, 386 75
Portage.....	5, 713 49	2, 234 58	16, 091 34	58 50	1, 830 38	1, 932 99	1, 886 98	1, 297 14	30, 560 25
Racine.....	8, 271 51	2, 269 82	16, 195 27	78 92	.....	1, 923 36	2, 218 98	1, 268 82	28, 191 36
Richland.....	3, 273 43	4, 932 14	14, 234 91	59 30	164 60	3, 280 25	2, 755 27	2, 092 83	33, 946 73
Rock 1st.....	5, 313 71	3, 769 63	13, 975 04	8 00	665 48	3, 172 39	2, 003 50	4, 429 72	33, 336 92
Rock 2d.....	5, 336 73	4, 976 98	15, 860 90	318 40	.....	4, 070 96	6, 215 00	6, 215 00	38, 472 12
St. Croix.....	4, 700 73	3, 177 57	17, 170 82	96 00	5, 427 74	1, 866 16	1, 471 71	2, 698 69	29, 913 93
Sauk.....	6, 498 16	3, 106 34	31, 760 01	296 19	2, 692 40	0, 967 80	3, 875 24	7, 356 95	59, 552 09
Shawano.....	1, 778 57	3, 408 82	3, 408 82	102 50	580 21	4, 445 75	4, 324 26	1, 555 37	7, 637 73
Sheboygan.....	6, 325 15	3, 851 40	21, 120 37	178 37	1, 364 26	4, 940 92	4, 656 12	4, 739 25	29, 809 50
Trompealeau.....	2, 947 96	2, 134 36	13, 869 31	65 00	376 95	1, 585 98	1, 906 24	2, 668 79	47, 470 25
Vernon.....	6, 089 99	3, 578 17	16, 895 58	31 50	818 53	3, 680 76	3, 272 01	2, 026 41	36, 372 94

TABLE No. VII.—Financial Statistics—Receipts—continued.

COUNTIES	Money on hand August 31, 1873.	From taxes levied for building and repairing.	From taxes levied for Teachers wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by county super- visors.	From Income of State School Fund.	From all other sources.	Total amount re- ceived during year.
Walworth	11,494 23	6,608 87	36,897 94	546 39	2,940 58	4,157 94	4,046 23	0,653 16	72,706 94
Washington	5,500 60	7,052 63	15,416 17	228 59	3,079 72	4,749 58	4,486 32	954 30	38,350 53
Waukesha	5,067 41	3,911 78	33,189 79	30 20	2,775 00	4,258 45	4,402 41	3,233 12	55,022 52
Waupaca	8,138 80	5,978 69	18,507 54	537 32	2,758 94	2,316 60	2,515 48	1,845 47	39,665 11
Waushara	4,367 27	2,955 32	10,725 03	244 38	176 76	2,581 50	1,771 83	2,750 55	25,963 20
Winnebago	5,784 70	518 12	2,125 94	30 00	904 65	2,851 19	214 97	4,621 60	55,617 09
Wood	1,993 92	189 86	5,985 99	5 00	.....	91 50	368 01	2,236 76	10,265 04
Totals	\$329,673 68	\$212,186 51	\$918,906 11	\$13,592 90	\$95,654 34	\$157,481 03	\$139,058 25	\$205,444 79	2,071,492 59

TABLE No. VIII.

FINANCIAL STATISTICS — DISBURSEMENTS.  
BY COUNTIES.

Counties.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Au- gust 31, 1873.
Adams.....	\$907 10	\$24 15	\$2,076 64	\$6,410 84	\$349 49	\$58 13	\$741 81	\$10,562 66	\$1,744 04
Ashland.....	29 00			405 00		170 00	304 10	6,152 45	805 60
Barron.....									
Bayfield.....			634 56						
Brown.....	9,587 67	154 95	11,505 60	9,092 23	1,276 25	685 53	2,204 81	34,507 14	15,278 13
Buffalo.....	8,327 65	431 92	9,789 43	7,349 73	1,731 92	705 50	2,477 85	27,256 61	9,298 50
Burnett.....	263 65	7 80	330 00	445 00		4 50	113 40	1,165 15	1,176 63
Calumet.....	2,559 09	154 98	7,797 50	7,597 18	870 94	251 71	1,888 27	21,114 67	4,225 59
Chippewa.....	4,914 29	159 90	8,993 62	10,964 58	161 58	610 90	3,585 08	29,221 45	10,609 42
Clark.....	12,729 49	289 80	3,416 50	6,949 44	767 12	416 35	1,844 82	26,010 52	7,562 17
Columbia.....	3,958 75	142 25	12,867 69	2,693 37	4,071 49	279 26	6,274 24	41,714 23	5,347 42
Crawford.....	2,264 23	94 92	7,340 12	7,544 42	366 43	102 61	2,087 65	19,008 29	5,765 83
Dane, 1st district.....	3,901 62	284 80	9,138 69	12,020 78	951 31	537 43	2,862 31	30,476 89	4,643 83
Dane, 2d district.....	3,522 44	561 91	15,775 21	15,954 81	1,485 61	923 93	4,718 84	42,942 75	6,721 73
Dodge, 1st district.....	3,579 65	248 11	11,235 38	11,688 16	1,173 11	356 09	4,060 06	31,340 56	3,373 86
Dodge, 2d district.....	7,353 38	125 41	9,502 38	12,557 81	721 74	682 61	2,985 29	33,939 62	4,636 93
Door.....	1,596 92		5,087 27	4,073 77	739 29	330 86	2,001 60	13,829 71	5,127 05
Douglas.....	170 00	65 00	3,000 00	1,350 00		29 00	2,281 57	4,895 57	3,399 55
Dunn.....	3,546 62	626 80	6,121 00	41,940 00	387 50	752 36	4,824 17	27,699 39	3,817 36

Financial Statistics — Disbursements — continued.

COUNTIES.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Au- gust 31, 1874.
Eau Claire	\$11,670 81	\$553 04	\$7,261 79	\$14,317 79	\$2,190 75	\$613 71	\$4,616 96	\$41,750 05	\$8,083 12
Fond du Lac, 1st district	2,073 03	237 64	12,885 47	11,657 70	388 88	600 78	4,092 78	88,555 13	4,732 83
Fond du Lac, 2d district	1,721 95	73 92	5,725 20	8,332 93	881 36	103 87	1,554 61	18,353 83	3,817 97
Grant	5,323 23	351 51	22,138 88	32,076 78	4,567 18	2,272 74	7,639 78	74,370 10	10,847 04
Green	3,472 37	551 02	10,859 27	17,916 18	2,607 40	795 63	5,329 50	41,531 37	8,135 00
Green Lake	1,551 69	80 25	4,751 88	8,357 51	966 06	305 79	1,709 63	17,752 76	2,437 46
Iowa	1,646 47	121 20	9,009 57	12,050 85	6,602 97	346 40	2,632 95	34,446 69	5,764 92
Jackson	1,575 70	247 18	4,538 50	10,506 65	1,397 51	349 80	2,906 33	21,793 57	7,889 42
Jefferson	3,242 06	143 06	14,573 75	17,682 02	2,573 39	387 86	6,108 33	4,732 69	5,596 01
Juneau	2,968 85	177 99	8,457 00	11,049 28	899 24	222 18	2,024 92	25,798 96	6,095 94
Kenosha	1,147 01	50 87	6,259 90	8,076 73	1,123 16	160 03	1,993 61	18,339 33	2,897 34
Kewaunee	3,210 27	43 37	6,709 28	4,882 54	429 46	643 01	1,749 03	16,959 46	6,350 08
La Crosse	2,235 51	113 65	9,079 88	7,426 50	1,922 00	197 60	2,018 75	21,263 29	5,076 18
La Fayette	3,413 36	389 58	14,808 18	14,769 63	6,394 77	684 67	5,787 32	46,297 66	0,614 71
Manitowoc	15,298 54	174 08	23,512 04	16,949 50	2,233 41	1,627 54	5,990 08	65,583 23	21,259 40
Marathon	6,542 98	163 79	7,820 00	4,765 72	753 12	514 17	2,097 56	23,298 68	16,237 79
Marquette	693 93	10 05	2,810 00	5,832 39	713 56	79 17	1,593 70	11,764 75	2,396 39
Millwaukee, 1st district	3,089 14	55 10	3,984 82	3,215 89	748 65	416 48	1,749 92	18,258 98	5,488 86
Millwaukee, 2d district	2,459 60	11 48	5,337 00	4,616 50	89 33	288 60	1,945 13	15,846 28	3,885 95
Monroe	5,659 03	102 86	9,910 50	17,951 47	709 36	410 01	5,159 91	39,903 16	6,494 23
Oconto	2,420 51	971 57	3,006 50	6,565 03	882 88	361 59	4,157 76	18,769 95	5,910 53
Outagamie	5,103 16	103 51	6,588 00	13,230 29	657 86	373 66	2,043 66	28,100 14	5,567 19
Ozaukee	1,897 75	322 01	1,309 27	5,399 92	268 13	605 30	1,552 78	23,163 16	3,596 64
Peplin	1,372 70	353 46	2,705 73	4,836 60	65 21	116 85	803 81	10,339 55	1,616 27

Pierce.....	3,402 39	216 05	6,797 35	11,287 75	790 08	345 94	8,000 41	26,454 09	3,874 31
Polk.....	2,876 49	227 82	8,944 96	6,045 50	1,484 12	504 53	1,585 49	15,924 78	4,471 97
Portage.....	8,077 63	114 59	5,789 41	12,290 82	576 65	601 48	1,895 66	24,568 19	6,864 79
Racine.....	8,588 60	130 49	4,500 00	18,077 45	147 52	428 14	8,880 86	25,082 05	2,909 01
Richland.....	5,697 29	279 34	7,987 69	11,270 72	988 57	264 88	2,562 78	27,986 54	7,142 88
Rock, 1st district.....	2,778 61	265 08	6,295 58	13,823 04	1,896 04	652 61	8,574 31	28,785 27	4,551 65
Rock, 2d district.....	4,580 72	700 46	5,538 05	15,303 84	1,979 33	604 78	4,643 14	8,880 42	5,419 67
St. Croix.....	3,166 40	174 88	8,244 85	9,990 85	758 31	494 06	2,616 19	24,818 60	4,228 02
Sauk.....	2,868 46	499 11	14,374 03	28,671 64	2,135 74	1,876 95	7,232 28	52,078 19	7,473 90
Shawano.....	5,008 56	216 47	12,800 50	16,707 42	8,712 20	489 66	8,888 79	42,805 05	4,665 20
Sheboygan.....	3,809 59	148 76	6,127 25	8,274 56	924 48	309 40	1,847 14	22,708 97	7,658 98
Trempealeau.....	3,891 44	122 00	9,329 29	11,597 47	1,722 18	129 80	3,000 97	29,885 88	5,948 24
Vernon.....	5,201 71	442 00	17,301 60	27,055 49	2,851 72	908 97	8,152 22	61,678 67	90,906 49
Walworth.....	4,182 87	238 82	12,828 18	9,755 96	2,688 32	798 79	8,217 26	84,708 01	5,693 74
Waukesha.....	3,891 87	88 70	14,508 19	22,501 36	972 48	466 94	5,786 64	48,823 87	7,119 79
Waupaca.....	4,864 85	379 41	5,708 19	15,017 96	690 08	582 64	8,760 41	33,529 16	7,482 27
Waushara.....	3,844 86	421 29	3,774 45	10,100 27	258 28	264 76	1,659 82	20,538 26	5,464 91
Winnebago.....	3,891 79	375 20	13,890 67	2,115 65	1,751 66	1,034 74	3,470 84	48,953 75	6,673 34
Wood.....	579 67	117 80	2,503 00	3,790 20	521 00	239 12	8,895 02	8,645 81	1,619 23
Totals.....	\$224,581 04	\$18,728 16	\$502,192 15	\$639,630 10	\$79,498 24	\$80,481 79	\$187,185 86	\$1,658,527 44	\$439,377 64



TABLE No. IX.

TEXT BOOKS.

NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.  
BY COUNTIES.

COUNTIES.	SPELLERS.					READERS.					ARITHMETICS.					HISTORY OF U. S.			
	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Town.	Sander's.	Sander's.	National.	Wilson.	McGuffey.	Thomson.	Davies.	Kay.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Adams.....	22	41	1	1	.....	.....	19	40	1	.....	2	.....	4	21	86	.....	.....	80	8
Ashland.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....
Barron.....	.....	29	.....	.....	.....	.....	29	.....	.....	.....	.....	.....	.....	29	.....	.....	.....	8	.....
Bayfield.....	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....
Brown.....	44	.....	.....	.....	56	.....	8	.....	.....	65	.....	.....	7	71	.....	.....	82	.....	.....
Buffalo.....	7	64	.....	.....	1	.....	7	64	.....	1	.....	.....	61	.....	1	3	5	5	18
Burnett.....	.....	4	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	3	.....	1	.....	.....	1	.....
Calumet.....	22	8	30	3	1	.....	14	5	41	1	.....	14	88	5	10	3	2	5	3
Chippewa.....	7	2	41	.....	.....	.....	.....	43	.....	.....	.....	1	43	1	.....	.....	16	13	.....
Clark.....	.....	35	.....	.....	16	.....	85	16	.....	.....	.....	.....	21	45	25	.....	.....	.....	.....
Columbia.....	69	27	.....	.....	.....	.....	58	34	.....	11	.....	42	5	8	73	.....	.....	97	.....
Crawford.....	.....	40	.....	5	7	.....	47	.....	.....	.....	5	.....	.....	57	2	.....	4	8	9
Dane, 1st.....	87	.....	6	.....	.....	.....	79	.....	11	.....	2	32	13	86	14	.....	10	84	.....
Dane, 2d.....	113	.....	7	13	.....	.....	69	42	.....	11	8	19	77	80	.....	.....	.....	78	6
Dodge, 1st.....	88	.....	9	3	.....	.....	79	.....	16	.....	2	27	.....	52	16	.....	.....	63	.....
Dodge, 2d.....	71	8	11	.....	4	.....	55	3	18	.....	12	50	16	21	2	5	.....	80	8

Door	19	3	13	19	2	1	13	4	24	6	14	2
Douglas	57	1	1	56	8	17	3	25	65	2	2	2
Dunn	23	3	11	15	4	17	11	9	8	27	5	37
Eau Claire	55	5	18	47	8	7	38	20	6	2	10	54
Fond du Lac, 1st	69	6	1	69	8	8	54	15	8	8	5	42
Fond du Lac, 2d	35	1	114	24	2	2	119	8	166	11	6	5
Grant	40	20	68	26	23	80	80	4	185	4	34	8
Green	66	66	68	66	2	2	13	5	10	41	26	26
Green Lake	36	15	68	26	13	69	69	19	83	2	42	14
Iowa	20	4	4	26	37	2	2	5	31	6	10	6
Jackson	68	2	32	56	5	45	27	64	11	38	31	31
Jefferson	84	45	2	80	49	16	28	9	28	28	28	28
Juneau	41	5	8	28	5	22	20	16	2	35	4	8
Kenosha	20	21	22	28	40	40	25	18	42	5	18	18
Kewaunee	44	9	36	24	11	21	58	2	92	14	2	34
La Crosse	44	9	7	84	7	7	11	1	12	45	2	34
La Fayette	89	1	4	13	7	4	4	3	6	10	39	32
Manitowoc	30	15	84	38	19	2	6	22	2	4	23	8
Marathon	41	16	7	7	7	2	20	4	1	22	5	14
Marquette	8	7	17	4	4	6	6	8	71	26	2	35
Milwaukee, 1st	9	3	18	7	53	41	8	14	6	7	17	6
Milwaukee, 2d	66	26	7	53	41	5	18	3	11	5	17	30
Monroe	11	14	14	16	66	8	6	6	6	10	8	8
Oconto	17	63	12	16	10	4	60	11	8	67	2	31
Outagamie	31	2	18	39	5	18	4	40	1	8	2	3
Ozaukee	10	18	7	5	10	10	1	84	21	12	6	5
Pepin	70	1	7	1	41	41	1	34	1	14	5	28
Pierce	1	44	4	12	11	50	1	17	34	14	5	28
Polk	85	16	17	32	3	28	17	34	14	14	5	28
Portage	58	9	1	116	1	1	6	2	1	28	94	1
Racine	110	1	4	20	14	3	84	11	2	2	56	26
Richland	30	10	1	83	5	1	22	6	49	31	18	9
Rock, 1st	29	31	2	42	6	24	4	46	29	4	6	12
Rock, 2d	59	3	18	47	44	41	1	72	23	32	17	36
St. Croix	50	39	33	13	4	4	1	14	1	1	2	2
Sauk	11	4	2	13	4	4	4	14	1	1	2	2
Shawano	11	4	2	13	4	4	4	14	1	1	2	2

TABLE No. IX—Text Books—continued.

COUNTRIES.	SPELLERS.						READERS.				ARITHMETICS.				HISTORY OF U. S.				
	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Town.	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Thomson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Sheboygan .....	48	47	6		7		39	44	18				66	2	29		3	52	1
Trempealeau .....	18		47				8		5t	2			55				2	4	9
Vernon .....	46	22			67		60			71				126				22	24
Walworth .....	20	95	6	5			20	88	7	1			3	111				40	2
Washington .....	72	15			9		61	22		19			19	22	52			60	
Waukesha .....	68	58	7				66	21		19			64		37			8	10
Waupaca .....	75		12		1		82		16	28			59	4	9			12	39
Waushara .....	28	59					17	56		2					51				51
Winnebago .....	30	19			39		20	35		80			17	17	41				25
Wood .....		5	21		1				22	2			19	8			1	13	
Totals .....	2060	991	582	185	755	24	1415	1005	747	296	795	522	990	1891	1054	44	275	1501	157

TABLE No. IX.—Text Books—continued.

COUNTIES.	GEOGRAPHY.						GRAMMAR.						PHYSIOLOGY.			ALGEBRA.		
	Montelh.	Mc Nally and Montelh.	Cornell.	Michell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Kerl.	Brown.	Cutter.	Jarvis.	Davies.	Robinson.	Ray.	
Adams .....	30	10	33	24												4		
Ashland .....	1																	
Barron .....		29					18			1								
Bayfield .....					1													
Brown .....	7	31	34				34											
Buffalo .....	66	5	1		1		48						1	1	1			
Burnett .....	4									8								
Calumet .....	31	8	10		1		29			13					1	8	1	
Chippewa .....	22	1128	2	1	19		32			5	1							
Clark .....		48					19											
Columbia .....		21	35	58			49									4	18	
Crawford .....		1	57				4			11						4	4	
Dane, 1st dist. ....	16	12	43	10			8			27	10					5	1	
Dane, 2d dist. ....	65	15		49			21			27						2	8	
Dodge, 1st dist. ....	78	17	2				49			12	59	82	1			5	12	
Dodge, 2d dist. ....		14	36				2			42						11		
Door .....			21	14			66									8		
Douglas .....			2														1	
Dunn .....	34		48				72										2	
Eau Claire .....	1		34		8		15			2								
Fond du Lac, 1st dist. ....		15	33	18			4			10							4	
Fond du Lac, 2d dist. ....		80	39				6			19							8	
Grant .....	73		12	5	8		4			4						4	20	

TABLE No. IX.—Text Books—continued.

COUNTRIES.	GEOGRAPHY.					GRAMMAR.						PHYSIOLOGY.			ALGEBRA.		
	Monteth.	Mc Nailly and	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Kohl.	Brown.	Cutter.	Jarvis.	Davis.	Robinson.	Ray.
Green	3	94	28	25	20	25	6	5	3	7	8	2	3	7	8	2	
Green Lake	48	8	10	40	2	28	21	39	21	39	1	2	21	39	1	2	
Iowa	39	25	26	6	26	19	1	3	4	4	1	1	2	4	1	1	
Jackson	22	1	1	19	1	3	4	2	4	2	4	1	1	4	1	1	
Jefferson	16	63	19	29	55	11	42	3	12	12	8		4	12			
Juneau	1	52	9	28	11	15	5	24	80	3	2		3	8			
Kenosha	47	5	1	28	15	5	5	11	11	11	11		3	11			
Kewaunee	10	18	9	1	2	21	2	1	1	1	1		1	1			
La Crosse	31	26	4	88	15	15	46	8	4	4	4		8	4			
La Fayette	25	40	25	25	15	5	24	80	3	2			9	8			
Manitowoc	40	9	10	39	1	13	12	7	2	4			2	4			
Marathon	28	21	1	88	8	88	7	2	6	6			2	4			
Marquette	32	11	3	11	3	11	7	2	6	6			2	4			
Milwaukee, 1st dist.	8	12	3	6	5	2	12	1	1	5			1	5			
Milwaukee, 2d dist.	12	3	1	16	9	5	2	7	1	5			1	5			
Monroe	26	29	82	9	12	4	28	6	1	6	1		6	1			
Oconto	1	20	8	12	19	3	8	3	3	3			3	3			
Ooutagamie	76	2	1	76	4	2	2	2	2	2			2	2			
Ozaukee	25	1	18	1	16	9	4	2	2	2			2	2			
Pepin	19	6	10	10	2	8	4	27	14	14			2	2			
Pierce	88	20	2	7	2	3	4	27	14	14			2	2			
Polk	37	2	2	16	1	4	1	1	1	1			1	1			
Portage	12	20	21	2	17	28	7	1	1	1			1	1			

Racine.....	10	45	2	101	2	6	2	80	1	1	8	5	5
Richland .....	5	2	101	2	11	2	11	80	2	1	7	1	1
Rock, 1st dist.....	10	2	50	3	4	7	19	19	9	2	20	3	1
Rock, 2d dist.....	6	6	43	9	12	12	12	36	12	7	8	6	7
St. Croix .....	24	38	8	8	12	12	12	85	18	14	6	14	6
Sauk .....	26	43	1	15	8	54	18	2	29	4	1	4	5
Shawano .....	4	6	8	8	20	2	6	1	8	3	6	1	6
Sheboygan .....	29	32	1	28	2	24	1	1	1	1	44	8	6
Trempealeau .....	42	12	4	42	47	2	2	2	2	3	2	3	2
Vernon.....	25	108	1	67	5	7	2	6	2	1	81	8	7
Walworth .....	18	19	2	46	7	43	7	13	2	1	64	7	12
Washington .....	42	1	2	38	46	46	46	4	2	1	2	1	7
Waukesha .....	5	3	61	38	19	48	48	4	4	2	24	2	1
Waupaca .....	5	3	38	19	48	48	48	6	24	10	6	6	6
Waushara .....	15	28	44	44	53	27	27	1	11	11	1	5	6
Winnebago .....	16	9	82	82	15	15	15	1	36	1	36	10	10
Wood.....	16	9	1	3	1	1	1	1	3	1	3	1	1
Total.....	961	1128	860	979	82	40	1421	174	245	241	996	159	146
												8	124
												278	87

TABLE No. X.  
SPECIAL STATISTICS OF SCHOOL ATTENDANCE, ETC.

BY COUNTIES.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 30 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of children between 15 and 30 years of age who have attended school.	Number incapacitated for vision.	Number incapacitated for hearing.	Number incapacitated for instruction from defect of intellect.	No. between 15 and 30 years of age who cannot read or write in any language.	Number over 30 years of age who cannot read or write in any language.
Adams.....	579	1,288	688	375	1,110	449	3	4	10	1	34
Ashland.....	37	50	13	118	294	75	.....	.....	2	2	80
Barron.....	284	391	173	13	27	5	.....	.....	.....	.....	.....
Bayfield.....	38	93	59	13	27	5	.....	.....	.....	.....	.....
Brown.....	2,167	3,836	1,757	947	2,587	369	.....	8	25	82	478
Buffalo.....	1,495	2,742	1,085	727	2,158	452	2	4	8	6	36
Burnett.....	213	313	53	25	142	32	.....	.....	.....	.....	.....
Calumet.....	1,504	2,879	1,488	656	2,059	469	2	2	7	16	110
Chippewa.....	778	1,523	598	458	1,271	333	1	7	1	2	49
Clark.....	527	995	478	277	759	281	1	2	11	2	22
Columbia.....	1,696	3,626	1,997	1,062	3,233	1,355	1	7	11	.....	89
Crawford.....	1,704	2,289	1,042	907	1,801	568	1	2	7	12	115
Dane, 1st dist.....	1,464	3,058	1,653	882	2,615	918	4	8	8	1	49
Dane, 2d dist.....	2,850	4,721	2,590	1,358	3,986	1,278	4	11	6	6	70
Dodge, 1st dist.....	1,720	3,598	2,134	1,029	2,744	1,190	4	5	8	.....	88

Dodge, 2d dist.....	2, 124	4, 060	2, 389	868	2, 696	758	3	3	18	8	70
Door.....	752	1, 277	544	846	1, 030	228	5	4	7	52	131
Douglas.....	91	181	52	72	154	35	.....	.....	1	.....	25
Dunn.....	1, 271	2, 203	1, 020	815	2, 009	618	5	.....	8	12	45
Eau Claire.....	1, 096	2, 195	1, 041	578	1, 962	440	1	4	6	12	54
Fond du Lac, 1st dist.....	1, 660	3, 445	1, 850	1, 234	2, 797	1, 036	1	7	9	18	44
Fond du Lac, 2d dist.....	1, 791	3, 133	1, 593	1, 002	1, 979	802	3	4	11	4	73
Grant.....	8, 647	7, 110	4, 081	2, 267	6, 067	2, 228	5	12	14	8	137
Green.....	2, 081	4, 204	2, 558	1, 458	3, 858	1, 761	1	5	11	2	124
Green Lake.....	940	1, 901	867	1, 281	1, 281	557	.....	.....	.....	.....	304
Iowa.....	1, 952	4, 241	2, 327	1, 136	3, 453	1, 419	4	2	15	26	60
Jackson.....	895	1, 838	764	478	1, 450	474	3	2	7	5	20
Jefferson.....	2, 519	5, 225	2, 856	1, 894	3, 970	1, 149	3	9	16	3	62
Juneau.....	1, 494	2, 743	1, 558	1, 085	2, 413	962	2	2	9	3	103
Kenosha.....	684	1, 404	901	866	1, 267	494	1	1	3	1	25
Kewaunee.....	1, 748	2, 795	1, 232	765	1, 547	313	2	10	6	97	282
La Crosse.....	1, 092	2, 352	1, 184	539	1, 872	659	3	4	11	11	84
La Fayette.....	2, 018	4, 076	2, 324	1, 271	3, 489	1, 298	.....	6	5	19	135
Manitowoc.....	4, 420	7, 610	3, 657	2, 041	5, 174	851	.....	18	9	69	255
Marathon.....	599	1, 112	437	254	372	85	.....	11	.....	2	38
Marquette.....	828	1, 678	879	443	1, 225	475	1	4	6	66	9
Milwaukee, 1st dist.....	1, 021	1, 980	1, 003	488	1, 386	268	.....	2	1	3	61
Milwaukee, 2d dist.....	894	1, 845	921	370	1, 180	204	2	5	8	21	23
Monroe.....	1, 931	3, 734	1, 838	1, 216	3, 362	1, 110	6	7	13	18	117
Oconto.....	800	1, 101	617	501	888	240	.....	1	7	38	189
Outagamie.....	2, 074	3, 646	1, 587	1, 338	2, 504	1, 050	1	2	8	34	94
Ozaukee.....	2, 022	3, 569	1, 914	972	2, 432	326	1	.....	12	10	119
Pepin.....	490	908	453	254	740	243	1	3	2	6	45
Pierce.....	1, 112	2, 363	1, 171	611	2, 044	566	6	5	8	3	57
Polk.....	565	1, 056	407	283	820	196	2	2	2	2	26
Portage.....	1, 091	2, 370	1, 240	586	1, 875	555	2	3	4	29	110
Racine.....	1, 321	2, 635	1, 415	690	1, 907	617	3	1	1	.....	19
Richland.....	1, 637	3, 237	1, 728	1, 163	2, 976	1, 246	3	8	16	4	99
Rock, 1st dist.....	924	2, 157	1, 262	661	1, 955	836	1	1	8	.....	59
Rock, 2d dist.....	931	1, 868	1, 201	598	1, 775	689	3	3	4	1	75
St. Croix.....	885	1, 865	797	605	1, 555	580	.....	4	8	9	102



TABLE No. X.—Special Statistics of School Attendance—continued.

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 20 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of children between 15 and 20 years of age who have attended school.	Number incapacitated for vision.	Number incapacitated for hearing.	Number incapacitated for instruction from defect of intellect.	No. between 15 and 20 years of age who cannot read or write in any language.	Number over 20 years of age who cannot read or write in any language.
Sauk.....	2,862	4,855	2,748	3,101	4,166	3,332	3	10	13	7	123
Shawano.....	594	944	377	257	596	111	3	1	1	4	4
Sheboygan.....	2,637	5,439	2,871	1,369	3,930	1,173	1	12	10	15	90
Trempealeau.....	1,374	2,426	1,115	1,652	1,831	596	2	1	6	46	46
Vernon.....	2,061	3,575	1,976	1,179	3,065	1,018	.....	7	10	.....	51
Walworth.....	2,027	4,424	2,638	1,003	3,538	1,273	5	7	10	5	106
Washington.....	2,374	4,344	2,548	1,135	3,203	767	3	7	4	2	88
Waukesha.....	2,479	4,941	2,932	1,360	4,054	1,526	5	6	17	12	107
Waupaca.....	1,840	3,452	1,661	1,009	2,770	742	.....	8	10	11	76
Waushara.....	1,056	2,117	1,152	705	1,844	715	4	7	4	4	98
Winnebago.....	1,675	3,441	2,077	899	2,991	1,140	1	2	5	8	37
Wood.....	376	703	310	265	438	136	2	2	.....	5	78
Totals.....	88,710	171,390	89,800	50,963	138,113	45,776	124	276	445	853	5,874

TABLE No. XI.

NUMBER OF CERTIFICATES ISSUED.  
BY COUNTIES.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Adams .....		3	8			60	71
Ashland .....		1	4				5
Barron .....			9			29	38
Bayfield .....							
Brown .....							
Buffalo .....		5	30		2	59	96
Burnett .....						4	4
Calumet .....		3	25		2	58	83
Chippewa .....			3			41	44
Clark .....			10			44	54
Columbia .....	5	15	102	1	12	258	393
Crawford .....							
Dane, 1st dist .....	2	7	66		7	120	202
Dane, 2d dist .....	4	9	59	2	6	126	206
Dodge, 1st dist .....	4	19	57		10	123	213
Dodge, 2d dist .....	2	6	31		30	94	163
Door .....			27			35	62
Douglas .....	3	1			1	6	11
Dunn .....	1	3	39		3	107	153
Eau Claire .....	1	3	8	2	6	40	60
Fond du Lac, 1st dist .....							
Fond du Lac, 2d dist .....	3	3	49		11	95	161
Grant .....	8	18	80	2	9	218	335
Green .....		2	47		3	125	177
Green Lake .....	2	2	18	4	12	120	158
Iowa .....			40	1	5	116	162
Jackson .....	3	4	19		11	92	129
Jefferson .....	5	6	59		6	137	213
Juneau .....	3	4	30			85	123
Kenosha .....	1	7	27		13	58	106
Kewaunee .....			25			41	66
La Crosse .....		4	40			72	116
La Fayette .....	11	8	73	17	16	131	256
Manitowoc .....		2	69		2	71	144
Marathon .....	1	2	29			28	60
Marquette .....		6	22	2	11	86	127
Milwaukee, 1st dist .....		3	14		4	38	59
Milwaukee, 2d dist .....	1	2	16			28	47
Monroe .....	1	3	39		3	106	152
Oconto .....	1	2	1	1	2	27	34
Outagamie .....		9	26			92	127
Ozaukee .....		4	37		3	85	79
Pepin .....			8	1		22	31
Pierce .....	1		13	1	3	52	70

TABLE No. XI.—*Number of Certificates Issued*—continued.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Polk .....	1	.....	28	1	4	48	89
Portage .....	2	1	17	.....	.....	86	106
Racine .....	3	7	29	.....	13	111	163
Richland .....	1	10	67	2	.....	153	233
Rock, 1st dist .....	.....	6	39	.....	8	125	178
Rock, 2d dist .....	2	1	19	4	3	110	139
St. Croix .....	4	5	22	1	8	60	100
Sauk .....	5	3	68	1	5	153	235
Shawano .....	.....	1	9	.....	2	19	31
Sheboygan .....	2	4	36	1	2	94	139
Trempealeau .....	.....	7	36	.....	2	63	108
Vernon .....	4	7	34	.....	.....	111	156
Walworth .....	1	.....	66	.....	3	169	236
Washington .....	3	2	30	.....	4	68	107
Waukesha .....	1	1	62	.....	5	152	221
Waupaca .....	.....	.....	28	.....	.....	57	85
Waushara .....	1	14	17	1	13	126	172
Winnebago .....	5	5	41	3	3	98	155
Wood .....	1	.....	13	2	.....	41	57
<b>Totals .....</b>	<b>99</b>	<b>240</b>	<b>1,920</b>	<b>50</b>	<b>268</b>	<b>4,918</b>	<b>7,495</b>

TABLE NO. XII.  
TEACHERS' INSTITUTES.

COUNTIES.	Where held.	By whom Conducted.	Teachers Present.	No. of days In-stitute cont'd.	When held.
Buffalo.....	Alma .....	A. O. Wright.....	70	4½	Aug. 24-28, 1874
Calumet.....	Chilton .....	A. F. North and J. H. Terry.....	61	20	Aug. 17—Sept. 11
Clark.....	Neillsville.....	R. Graham .....	51	5	April 6, 1874
Columbia.....	Portage .....	A. Salisbury .....	108	5	October 12, 1874
Dane, 1st.....	Stoughton .....	D. McGregor and W. H. Chardler.....	79	5	March 23-30, 1874
Dane, 2d.....	Mazomanie.....	D. McGregor and M. S. Frawley.....	70	5	April 6-11, 1874
Dodge, 1st.....	Beaver Dam.....	A. Salisbury .....	81	4	Sept. 22, 1874
Dodge, 2d.....	Horicon.....	A. Salisbury .....	54	5	Oct. 5-10 1874
Door.....	Sturgeon Bay.....	R. Graham and C. Daniels.....	9	5	Sept. 28—Oct. 2
Dunn.....	Menomone.....	A. Salisbury .....	90	5	March 25-31, 1874
Eau Claire.....	Eau Claire.....	R. Graham, Hutton and Howland.....	82	5	April 19-17, 1874
Fond du Lac, 1st.....	Brandon and Fond du Lac.....	R. Graham and G. S. Albee.....	160	5	Sept. 14, 1874
Fond du Lac, 2d.....	Fond du Lac.....	R. Graham .....	106	5	Sept. 14, 1874
Grant.....	Platteville and Hazel Green.....	D. McGregor.....	105	20	August.....
Green.....	Monroe.....	W. H. Chandler and D. H. Morgan.....	60	5	Oct. & Nov., 1874
Green Lake.....	Berlin and Kingston.....	R. Graham and V. V. Barnes.....	134	45	Aug., Sept., Oct.,
Iowa.....	Dodgeville.....	D. McGregor.....	60	5	April.....
Jackson.....	Black River Falls.....	A. J. Hutton and W. A. De La Matyr.....	45	18	Aug. 17—Sept. 10
Jefferson.....	Fort Atkinson.....	A. Salisbury .....	135	5	April 6, 1874
Kenosha.....	Willnot.....	V. V. Barnes.....	75	10	Sept. 1-11, 1874
La Crosse.....	West Salem.....	D. McGregor.....	58	5	March 16-22, 1874
La Fayette.....	Darlington.....	D. McGregor.....	70	19	Aug. 3-28, 1874
Manitowoc.....	Manitowoc.....	C. F. Viebahn and I. N. Stewart.....	56	.....	Sept. 7-12, 1873
Marathon.....	Wausau.....	R. Graham .....	99	24	Sept., '73, Apr., '74
Marquette.....	Packwaukee and Westfield.....	A. Salisbury .....	.....	.....	.....

TABLE No. XII.—*Teachers' Institutes*—continued.

COUNTIES.	Where held.	By whom Conducted.	Teachers Present.	No. of days in-stitute cont'd.	When held.
Milwaukee, 1st.	Oak Creek.....	A. Salisbury .....	13	3	Sept. 28, 1874
Monroe .....	Tomah .....	A. Salisbury and O. R. Smith.....	62	20	Aug. 9-28, 1874
Oconto .....	Oconto .....	R. Graham .....	9	2	Sept. 7-8, 1874
Ooutagamie .....	Appleton .....	R. Graham .....	200	5	March 16-20, 1874
Pepin .....	Pepin .....	D. McGregor .....	32	4	April 14, 1874
Polk .....	Oscola Mills.....	A. Earthman .....	84	18½	Aug. 18-Sept. 11
Portage .....	Plover and Amherst.....	R. Graham .....	153	10	Oct., '73, Mar., '74
Racine .....	Burlington.....	A. F. North .....	117	15	Sept. 29-Oct. 17
Richland .....	Richland Center.....	Thayer, Earthman and Parker.....	84	4	August .., 1874
Rock, 1st.....	Boaz .....	A. Salisbury .....	28	4	October 13, 1873
Rock, 2d.....	West Branch .....	R. Graham and A. Salisbury.....	63	5	March 30-Apr. 3
St. Croix .....	Evansville.....	A. Salisbury .....	146	9	Aug. 31-Sept. 4
Sauk .....	Milton and Clinton .....	R. Graham .....	55	6	March 16, 1874
Shawano .....	Richmond .....	A. Salisbury .....	68	4	Apr. 14-18, 1874
Sheboygan .....	Reedsburg.....	Profs. Barnes and Johnson .....	98	19	Aug. 3-28, 1874
Trempealeau .....	Baraboo .....	R. Graham .....	20	5	October 5, 1874
Vernon.....	Shawano .....	Geo. Skewes .....	73	5	Aug. 24-28, 1874
Waukesha.....	Plymouth .....	Amos Whiting.....	40	5	Oct. 6, 18, 29 (3 d's)
Waupaca.....	Coral City, Osseo and Galesville.....	A. O. Wright.....	91	10	Aug. 31-Sept. 5
Waushara.....	Viroqua .....	Geo. Beck and E. H. Sprague.....	100	12	Aug. 17-28, 1873
Wood .....	Elkhorn.....	North and Skewes.....	82	5	September, 1873
	Waukesha.....	Salisbury and Stewart .....	65	5	April 2, 1874
	Oconomowoc .....	R. Graham .....	200	70	October 12, 1874
	New London .....	D. McGregor .....	85	4	Sept. & Oct., 1873
	Wautoma and Pine River .....	C. L. Powers and J. A. Gaynor.....			Mar. & Apr., 1874
	Grand Rapids .....				Mar. 30-Apr. 2



TABLE NO. XIII.—Teachers' Institutes—Special Reports—continued.

COUNTIES.	No. of schools in Co. or Suppl. district.	No. of Teachers holding Certificates.						Whole No. attending the Institution.			No. attending.				Number who have received instruction in										
		Male.			Female.			Total.	Male.	Female.	1 day only.	2 days only.	3 days only.	Null term.	Common Schools.		Graded Schools.		Academies.		Colleges or University's.		Normal Schools.		
		1st gr.	2d gr.	3d gr.	1st gr.	2d gr.	3d gr.								M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.
		No. of days in session.						No. attending.		No. of days in session.		No. attending.		Common Schools.		Graded Schools.		Academies.		Colleges or University's.		Normal Schools.			
Marquette	56	1	1	3	6	20	11	31	42	10	1	109	11	31	4	16	1	3	1	1	2	1	1	2	
Outagamie	97	2	5	68	27	19	1	8	250	5	9	27	8	1	8	1	8	6	1	1	1	1	1	1	
Ontonagon	36	2	2	1	3	18	13	19	32	4	1	7	9	6	12	11	8	2	2	2	2	2	2	2	
Pepin	28	1	5	1	3	18	13	19	32	4	1	7	9	6	12	11	8	2	2	2	2	2	2	2	
Pierce	100	8	14	1	2	62	19	66	86	5	20	18	10	42	19	66	6	34	3	10	2	2	2	2	
Polk	52	1	1	26	1	4	6	28	34	5	1	4	4	10	5	28	1	15	1	3	2	2	2	2	
Rock, 2d dist.	87	2	1	19	4	8	110	40	106	8	18	33	86	59	33	5	12	3	5	4	2	4	2	4	
Richland	139	2	10	87	3	138	24	93	117	19	1	18	24	77	19	63	3	7	2	1	1	1	1	1	
Racine	76	4	7	24	1	86	16	56	72	9	1	2	47	18	24	77	19	63	3	7	2	1	1	1	
Sheboygan	124	2	5	38	1	3	98	28	45	73	5	9	15	5	11	28	45	19	30	2	1	4	1	3	
Sauk	160	6	5	86	5	147	15	50	65	44	2	2	1	7	55	14	32	2	8	1	1	6	8	1	
Trempealeau	76	4	6	46	1	53	18	30	48	10	1	1	32	18	30	5	7	1	1	1	1	6	8	1	
Vernon	110	4	3	57	1	64	16	25	41	5	6	3	32	16	25	9	14	3	3	3	3	3	3	3	
Waukesha	121	2	3	57	7	140	38	62	85	4	2	6	23	54	23	59	7	21	8	24	10	3	2	5	
Walworth	102	2	4	12	1	4	60	20	70	9	1	5	8	60	20	60	2	5	11	13	3	4	9	10	
Washington	102	4	2	6	3	7	12	10	22	9	2	2	18	4	4	2	5	2	2	2	6	6	6	6	
Totals	3114	74	144	894	22	111	3034	598	1515	2436	245	165	236	291	1085	416	1001	236	610	89	162	92	64	59	88

TABLE No. XIV.

STATISTICS OF CITIES.  
SCHOOLS, CHILDREN AND ATTENDANCE.

CITIES.	No. of male children over 4 and under 20 years of age.		No. female children over 4 and under 20 years of age.		Whole No. children over 4 and under 20 years of age in city.		No. under 4 years who have attended each 1.		No. over 20 years who have attended each 1.		No. over 4 and under 20 years who have attended school.		Total No. different pupils who have attended school during year.		No. days' attendance of pupils over twenty years.		Number of days of attendance of pupils over 4 and under 20 years.		Whole number days' attendance of different pupils during year.		No. days school has been taught by qualified teachers.		Per cent. enrollment in city.		Per cent. of attendance on No. enrolled.		Number of days lost by absence.	
	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	No. of male children over 4 and under 20 years of age.	No. of female children over 4 and under 20 years of age.	No. under 4 years who have attended each 1.	No. over 20 years who have attended each 1.	No. over 4 and under 20 years who have attended school.	Total No. different pupils who have attended school during year.	No. days' attendance of pupils over twenty years.	Number of days of attendance of pupils over 4 and under 20 years.	Whole number days' attendance of different pupils during year.	No. days school has been taught by qualified teachers.	Per cent. enrollment in city.	Per cent. of attendance on No. enrolled.	Number of days lost by absence.													
Appleton.....	1,091	1,226	2,317	1	1	1,124	1,125	.....	101,466	104,493	188	48	51	97,887														
Beaver Dam.....	698	730	1,418	.....	.....	859	859	.....	86,317	86,317	200	62	88	11,863														
Beloit.....	753	787	1,540	.....	.....	1,048	1,048	.....	127,918	127,998	197	68	62	.....														
Berlin.....	527	571	1,098	.....	.....	692	692	.....	92,841	92,841	200	63	85	42,099														
Columbus.....	800	808	608	1	2	497	500	254	55,111	55,455	180	82	70	18,885														
Fond du Lac.....	2,813	2,983	5,796	.....	10	3,074	3,084	800	360,000	360,000	200	.....	59	80,000														
Fort Howard.....	609	632	1,241	.....	.....	785	785	.....	77,182	77,182	198	61	88	15,484														
Grand Rapids.....	200	207	407	.....	.....	1,126	1,126	.....	125,295	125,295	270	.....	.....	.....														
Green Bay.....	1,086	1,114	2,200	.....	.....	1,126	1,126	.....	125,295	125,295	200	51	89	14,098														
Hudson.....	328	317	645	.....	1	500	501	35	47,200	47,295	175	.....	.....	9,504														
Janesville.....	1,378	1,510	2,888	.....	.....	1,820	1,820	.....	165,838	165,838	180	68	60	8,966														
Kenosha.....	924	962	1,886	.....	7	698	705	673	86,743	87,415	189	37	67	.....														
La Crosse.....	1,703	1,807	3,510	.....	10	1,944	1,954	496	236,515	237,010	200	55	95	1,248														
Madison.....	1,821	1,847	3,668	.....	1	2,281	2,282	58	216,450	216,508	185	40	90	29,632														
Menasha.....	579	636	1,205	.....	1	542	542	.....	78,718	78,718	200	45	50	.....														
Milwaukee.....	16,504	17,173	33,677	.....	12	11,738	11,750	.....	1,200,134	1,200,134	106	34	67	313,093														
Mineral Point.....	755	759	1,514	.....	.....	660	660	.....	68,234	68,234	180	.....	49	6,746														
Oconto.....	603	588	1,191	.....	.....	932	932	.....	74,004	74,004	200	86	50	19,825														
Oshkosh.....	2,599	2,638	5,237	.....	.....	3,416	3,416	.....	74,004	74,004	200	65	.....	.....														



TABLE No. XIV—Statistics of Cities—Schools, Children and Attendance—continued.

Cities.	No. of male children over 4 and under 20 years of age.	No. female children over 4 and under 20 years of age.	Whole No. children over 4 and under 20 years of age in city.	No. under 4 years who have attended sch'l.	No. over 20 years who have attended sch'l.	No. over 4 and under 20 years who have attended school.	Total No. different pupils who have attended school during year.	No. days' attendance of pupils under 4 yrs.	No. days' attendance of pupils over twenty years.	Number of days of attendance of pupils over 4 and under 20 years.	Whole number days' attendance of different pupils during year.	No. days school has been taught by qualified teachers.	Per ct. enrollment on No. resident in city.	Per ct. of attendance on No. enrolled.	Number of days lost by absence.
Portage .....	806	761	1,567	.....	.....	1,075	1,075	.....	.....	108,821	108,821	200	67	54	17,986
Racine .....	2,109	2,227	4,336	.....	65	2,161	2,226	9,100	.....	294,478	303,578	200	50	98	19,048
Sheboygan .....	1,280	1,244	2,474	.....	.....	1,061	1,061	.....	.....	152,458	152,458	192	43	70	8,068
Watertown .....	1,797	1,854	3,651	.....	.....	1,274	1,274	.....	.....	152,816	152,816	200	85	95	8,927
Wausau .....	890	896	786	.....	2	569	571	.....	.....	60,050	60,236	186	.....	.....	.....
Totals .....	41,608	43,237	84,860	2	111	39,896	40,009	90	11,415	4,088,079	4,047,018	4,716	52	71	678,458

TABLE No. XV.—*Statistics of Cities*—continued.  
TEACHERS, SALARIES, LIBRARIES.

CITIES.	TEACHERS, SALARIES, ETC.										LIBRARIES.					
	Number of teachers re- quired to teach schools.	Number male teachers employed during year.	Number female teachers employed during year.	Whole number teachers employed during year.	Highest salary paid to male teachers during year (per annum).	Average salary paid to male teachers during year (per annum).	Highest salary paid fe- male teachers during year (per annum).	Average salaries paid fe- male teachers during year (per annum).	Number separate school libraries in city.	Whole number volumes added during year.	Whole amount expend'd for books during year.	Number volumes loaned during year.	Number volumes lost during year.	Whole number of vol- umes in all libraries.	Average number vols. in each library.	Cash value of all the libraries.
Appleton.....	15	5	11	16	\$900	\$738	500	40	.....	.....	.....	.....	.....	.....	.....	.....
Beaver Dam.....	11	2	9	11	1,400	1,000	400	337	.....	.....	.....	.....	.....	.....	.....	.....
Beloit.....	18	1	17	19	1,600	1,600	800	483	.....	.....	.....	.....	.....	.....	.....	.....
Berlin.....	13	4	9	15	1,200	718	400	838	2	200	125	.....	.....	400	200	300
Columbus.....	8	1	7	9	1,000	1,050	450	290	.....	.....	.....	.....	.....	.....	.....	.....
Fond du Lac.....	45	4	41	45	1,000	725	650	861	.....	.....	.....	.....	.....	.....	.....	.....
Fort Howard.....	10	1	9	10	1,000	1,000	675	891	.....	.....	.....	.....	.....	.....	.....	.....
Grand Rapids.....	4	1	3	4	900	.....	315	315	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay.....	15	1	14	15	1,500	1,500	500	500	1	.....	.....	.....	.....	100	100	200
Hudson.....	7	.....	7	7	.....	.....	540	353	1	.....	.....	.....	.....	60	200	200
Janesville.....	27	1	34	35	1,800	1,800	630	876	1	.....	.....	.....	.....	50	50	100
Kenosha.....	13	2	11	13	1,600	1,100	500	350	1	.....	.....	.....	.....	50	50	180
La Crosse.....	32	5	29	34	1,800	1,380	550	464	.....	.....	.....	.....	.....	50	50	180
Madison.....	28	2	26	28	1,800	1,800	601	450	1	.....	.....	.....	.....	.....	.....	300
Menasha.....	8	1	10	11	1,800	1,800	500	375	1	40	80	.....	.....	250	250	200
Milwaukee.....	182	41	141	182	2,800	1,189	1,000	507	.....	.....	.....	.....	.....	.....	.....	.....
Mineral Point.....	10	1	9	10	1,200	1,200	960	960	1	.....	.....	.....	.....	.....	.....	100
Oconto.....	12	4	8	12	1,000	900	550	480	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. XV.—Statistics of Cities—Teachers, Salaries, Libraries—continued.

CITIES.	TEACHERS, SALARIES, ETC.										LIBRARIES.						
	Number of teachers re- quired to teach schools.	Number male teachers employed during year.	Number female teachers employed during year.	Whole number teachers employed during year.	Highest salary paid to male teachers during year (per annum).	Average salary paid to male teachers during year (per annum).	Highest salary paid fe- male teachers during year (per annum).	Average salaries paid fe- male teachers during year (per annum).	Number separate school libraries in city.	Whole number volumes added during year.	Whole amount expend'd for books during year.	Number volumes loaned during year.	Number volumes lost during year.	Whole number of vol- umes in all libraries.	Average number vols. in each library.	Cash value of all the libraries.	
Oshkosh .....	57	2	55	57	1,600	1,300	750	440	1	100	.....	.....	.....	.....	.....	.....	
Portage .....	14	1	13	14	1,500	1,200	450	330	1	.....	80	.....	.....	230	.....	945	
Racine .....	32	5	25	32	2,000	1,360	800	368	.....	.....	.....	.....	.....	.....	.....	.....	
Sheboygan .....	16	3	13	16	1,400	866	300	304	1	.....	.....	.....	.....	200	.....	100	
Watertown .....	20	6	15	21	1,350	640	500	370	1	50	100	.....	.....	500	.....	1,000	
Wausau .....	7	1	6	7	1,000	1,000	495	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Totals .....	604	95	512	623	\$2,300	\$1,148	\$1,000	\$371	13	390	255	80	.....	1,840	141	\$2,945	

TABLE No. XVI.—Statistics of Cities—continued.  
SCHOOL HOUSES AND SITES.

CITIES.	Number public school houses in the city.	Number school houses yet required.	Number now being built.	Whole number school children resident in city.	Whole number school houses will accommodate.	Number of school houses sites owned by city.	Number sites containing only one lot.	Number sites containing more than one lot.	Number of sites suitably enclosed.	Number school houses built stone or brick.	Highest valuation of school houses and sites.	Cash value of all the public school houses in the city.	Cash value of sites.	Number school houses properly vitallated.	Number school houses with separate out-houses for the sexes.	Number schools out-houses in good condition.
Appleton.....	5	2	1	2,317	1,050	6	...	6	4	3	\$17,500	\$35,000	\$12,000	4	5	9
Beaver Dam.....	4	1	1	1,410	700	4	...	4	4	3	15,000	80,000	2,500	3	4	4
Beloit.....	3	1	...	1,540	860	3	...	3	3	3	85,000	52,000	14,000	2	3	3
Berlin.....	2	...	...	1,098	900	2	...	2	2	...	35,000	42,000	7,000	2	2	2
Columbus.....	2	...	...	...	500	2	1	1	1	1	7,000	8,000	2,500	2	2	2
Fond du Lac.....	16	...	...	...	2,544	16	...	16	16	2	50,000	95,000	21,000	16	16	16
Ft. Howard.....	5	...	...	1,241	750	4	1	3	2	2	20,000	22,000	6,700	4	5	4
Grand Rapids.....	1	1	1	2,407	200	1	1	1	...	...	5,000	5,000	6,000	...	1	1
Green Bay.....	4	1	1	2,200	1,000	4	...	4	4	3	30,000	55,000	9,000	1	4	4
Hudson.....	5	1	1	645	400	3	...	3	2	5	8,000	14,000	3,500	...	5	5
Janesville.....	5	1	1	2,888	1,140	6	...	6	6	2	50,000	100,000	10,000	4	5	5
Kenosha.....	3	1	1	1,886	678	2	...	2	2	2	10,000	17,000	3,000	3	3	3
La Crosse.....	5	0	2	3,510	1,800	7	1	6	7	3	20,000	50,000	9,000	7	7	7
Madison.....	8	...	...	2,668	1,600	8	1	7	7	8	20,000	96,000	...	8	8	8
Menasha.....	4	1	...	1,205	460	4	...	4	4	4	10,000	15,000	2,400	2	2	4
Milwaukee.....	20	3	1	83,677	9,500	20	1	19	18	18	45,000	15,000	...	20	20	20
Mineral Point.....	2	1	...	1,514	660	2	...	2	2	2	10,000	10,000	15,000	2	2	2
Oconto.....	5	3	...	1,191	400	5	2	3	4	...	10,000	23,000	8,000	5	5	5

TABLE No. XVI.—Statistics of Cities.—School Houses and Sites—continued.

Cities.	Number public school houses in the city.	Number school houses yet required.	Number now being built.	Whole number school children resident in city.	Whole number school houses will accommodate.	Number of school houses sites owned by city.	Number sites containing only one lot.	Number sites containing more than one lot.	Number of sites entirely enclosed.	Number school houses built of stone or brick.	Cash value of school houses and sites.	Highest valuation of all the public school houses.	Cash value of sites.	Number school houses properly ventilated.	Number school houses with separate out-houses for the sexes.	Number school houses out-houses in good condition.
Oshkosh.....	11	...	1	1,567	.....	12	.....	12	11	4	75,000	10,000	30,000	11	11	11
Portage.....	4	1	1	4,886	950	4	.....	4	3	2	10,000	20,000	1,000	3	3	3
Racine.....	6	2	1	2,474	1,600	6	.....	6	5	5	15,000	44,000	15,000	...	6	5
Sheboygan.....	4	.....	.....	3,651	800	3	.....	3	2	2	9,500	12,000	4,000	3	4	4
Watertown.....	5	.....	.....	786	1,200	5	.....	5	4	3	9,000	20,000	8,000	3	5	5
Wausau.....	3	.....	.....	.....	540	2	.....	2	1	1	22,000	24,000	4,000	3	3	3
Totals.....	192	19	10	73,269	30,232	123	8	124	113	81	\$50,000	\$803,000	\$193,400	89	131	131



TABLE No. XVII.—Statistics of Cities—School Apparatus, etc.—continued.

CITIES.	SCHOOL ROOMS, APPARATUS, ETC.										PRIVATE SCHOOLS.									
	Whole number school-rooms occupied.	Number supplied with black boards.	Whole number supplied with illustrative charts.	Whole number supplied with outline maps.	Whole number supplied with a globe.	Whole number supplied with other apparatus.	Whole No. adequately supplied with apparatus.	Cash value of all apparatus, including maps and globes.	Number such schools in the city.	Number which are denominational.	Number of same which are graded.	Whole number teachers employed in the private schools.	Number pupils taught in such schools.	Number taught who have not attended the public schools during the year.	Average number of days such schools have been taught.	Average number pupils in daily attendance.				
Oshkosh	56	56	40	11	12	8	.....	6	3	.....	21	600	600	150	.....					
Porage	11	11	11	4	11	.....	300	2	2	.....	8	200	200	150	.....					
Racine	28	28	10	12	8	1	600	.....	.....	.....	.....	.....	.....	.....	.....					
Sheboygan	12	12	.....	2	.....	.....	500	3	3	2	7	420	350	265	370					
Watertown	20	20	20	19	20	18	2,000	4	4	3	8	600	500	220	525					
Wausau	9	9	.....	4	2	.....	.....	2	2	.....	8	.....	.....	.....	.....					
Totals	551	389	200	196	143	113	\$7,775	121	73	12	347	13,710	3,863	173	265					

TABLE No. XVIII—*Statistics of Cities*—continued.  
FINANCIAL STATISTICS—RECEIVED.

CITIES.	Money on hand Aug. 31, 1873.	From taxes levied for building and repairing.	From taxes levied for teachers wa- ges.	Tax lev'd for apart- ments and li- brary.	From taxes levied at the annual meet- ing.	From taxes levied by the county sup- ervisors.	From income of state school fund.	From all oth- er sources.	Total amount received during the year.
Appleton.....	\$3, 193 40	\$1, 750 00	\$5, 243 09	\$74 41	\$5, 617 88	\$1, 300 00	\$377 80	\$2, 523 05	\$20, 579 63
Beaver Dam.....	68 36	800 00	4, 500 00	.....	\$1, 900 00	567 84	588 00	13 25	8, 457 45
Beloit.....	1, 111 95	.....	.....	.....	15, 000 00	.....	632 10	6, 531 40	23, 275 45
Berlin.....	2, 050 00	.....	.....	.....	7, 000 00	448 14	458 22	480 00	8, 396 36
Columbus.....	18 05	.....	.....	.....	3, 700 00	256 73	256 62	207 93	4, 439 29
Fond du Lac.....	7, 881 96	.....	.....	.....	.....	38, 445 60	2, 296 98	24 00	47, 843 54
Fl. Howard.....	2, 489 94	1, 303 70	4, 519 00	.....	775 00	406 98	477 12	1, 549 62	11, 521 36
Grand Rapids.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay.....	8, 963 00	5, 000 00	8, 000 00	.....	2, 000 00	.....	889 56	21 20	19, 873 76
Hudson.....	885 17	.....	3, 461 44	.....	.....	.....	253 55	72 20	9, 939 24
Janesville.....	.....	.....	.....	.....	15, 000 00	.....	1, 484 28	476 34	18, 226 00
Kenosha.....	1, 597 54	.....	.....	.....	7, 900 00	1, 600 00	803 04	159 37	12, 334 89
La Crosse.....	7, 596 54	4, 000 00	17, 000 00	.....	20, 132 48	1, 367 52	1, 413 30	113 00	30, 623 82
Madison.....	14, 996 48	.....	.....	.....	21, 750 00	1, 664 46	1, 544 34	443 00	40, 328 27
Menasha.....	86 48	1, 500 00	2, 725 00	100 00	.....	559 90	444 70	300 00	6, 496 08
Milwaukee.....	54, 440 72	.....	.....	.....	80, 723 69	52, 010 53	12, 245 10	.....	199, 420 04
Mineral Point.....	336 59	500 00	3, 039 00	.....	.....	572 04	567 00	.....	5, 014 63
Oconto.....	.....	.....	.....	.....	.....	462 84	415 38	.....	.....
Oshkosh.....	10, 766 64	.....	.....	.....	46, 650 76	.....	.....	.....	57, 417 40
Portage.....	500 64	4, 000 00	.....	.....	5, 500 00	646 37	603 96	727 61	11, 973 68
Racine.....	.....	.....	.....	.....	15, 000 00	5, 000 00	1, 644 72	389 75	22, 034 47
Sheboygan.....	2, 924 71	.....	.....	.....	4, 996 95	1, 000 00	1, 016 70	.....	9, 938 06
Watertown.....	2, 169 54	.....	.....	.....	6, 994 50	1, 525 86	1, 529 64	391 44	12, 610 98
Wausau.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$122, 332 61	18, 853 70	\$48, 487 53	\$174. 41	\$260, 641 26	\$110, 358 06	30, 442 11	14, 433 17	\$581, 804 43



TABLE No. XIX.—Statistics of Cities—continued.  
FINANCIAL STATISTICS—PAID.

CITIES.	For building and repairing.	For apparatus and libraries.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For furniture registers and records.	For all other purposes.	Total amount paid out during the year.	Money on hand Aug. 31, 1874.
Appleton.....	\$7,672 48	\$124 41	\$2,810 00	\$3,760 00	\$792 50	\$1,053 08	\$1,124 92	\$17,888 26	\$3,246 39
Beaver Dam.....	255 12	.....	2,000 00	8,040 00	.....	67 11	1,770 97	7,133 20	1,804 25
Beloit.....	182 94	.....	1,600 00	6,884 00	9,497 23	879 43	2,315 24	21,808 83	1,966 62
Berlin.....	.....	.....	2,850 00	3,100 00	.....	.....	.....	7,263 24	3,153 12
Columbus.....	800 00	.....	1,116 67	2,025 00	289 56	44 27	763 79	4,439 29	.....
Fond du Lac.....	17,843 27	270 46	3,070 00	16,940 83	540 00	1,820 97	6,452 50	46,988 03	910 51
Ft. Howard.....	1,554 67	.....	1,000 00	3,430 95	589 93	514 34	1,065 36	8,155 25	3,366 11
Grand Rapids.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay.....	380 45	28 75	1,500 00	6,238 00	.....	880 54	1,420 47	10,448 21	9,425 55
Hudson.....	4,475 00	.....	.....	2,236 25	.....	.....	1,394 79	8,105 94	.....
Janesville.....	2,400 00	.....	1,800 00	9,400 00	1,500 00	190 00	8,986 00	19,226 00	.....
Kenosha.....	586 84	.....	3,690 67	3,690 67	.....	535 23	3,480 23	10,492 96	1,841 93
La Crosse.....	1,545 69	369 14	2,390 00	10,318 25	4 50	835 15	3,702 84	23,769 57	6,853 27
Madison.....	13,000 00	86 00	1,800 00	11,428 25	6,750 00	1,121 47	2,968 21	37,153 93	3,244 34
Menasha.....	1,500 00	100 00	1,300 00	2,290 00	.....	200 80	389 33	5,780 13	715 95
Milwaukee.....	72 25	1,641 44	.....	.....	.....	.....	.....	141,724 84	57,695 20
Mineral Point.....	263 80	100 00	900 00	2,555 00	243 70	.....	1,224 74	5,287 24	373 61
Oconto.....	.....	.....	3,110 00	3,515 00	.....	.....	.....	6,625 00	.....
Oshkosh.....	.....	.....	.....	.....	.....	.....	.....	48,650 70	8,766 64
Portage.....	5,800 00	.....	1,200 00	4,025 00	.....	.....	953 68	11,978 68	.....
Racine.....	1,600 80	127 96	6,550 00	9,898 75	.....	213 75	4,271 32	.....	23,448 83
Sheboygan.....	356 75	.....	2,600 00	3,952 00	.....	465 00	1,808 21	9,181 96	756 10
Watertown.....	409 72	186 88	3,671 25	4,772 50	.....	50 00	1,465 30	10,555 15	2,055 83
Wausau.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	\$60,149 73	\$3,084 54	\$47,371 93	\$118,501 15	\$30,207 42	\$6,371 02	\$40,507 90	\$461,576 41	\$128,018 23

TABLE No. XX—*Statistics of Cities*—continued.

## TEXT BOOKS.

CITIES.	Spellers.	Readers.	Mental Arithmetic.	Written Arithmetic.	Grammars.	Geographies.
Appleton . . . . .	Wats'n&Patters'n	Independent . . . . .	Robinson . . . . .	Robinson . . . . .	Harvey&Swinton.	Montieth.
Beaver Dam . . . . .	Sanders Union . . . . .	Sanders . . . . .	Robinson . . . . .	Robinson . . . . .	Swinton & Kerl.	Mitchell.
Beloit . . . . .	Swinton . . . . .	Independent . . . . .	Robinson . . . . .	Robinson . . . . .	Greene . . . . .	Mitchell.
Berlin . . . . .	Swinton . . . . .	Union . . . . .	Robinson . . . . .	Robinson . . . . .	Kerl . . . . .	Guyot.
Columbus . . . . .	Sanders . . . . .	Sanders . . . . .	Stoddard . . . . .	Robinson . . . . .	Kerl . . . . .	Mitchell.
Fond du Lac . . . . .	Parker & Watson . . . . .	Independent . . . . .	Davies . . . . .	Davies . . . . .	Harvey . . . . .	Warren.
Ft. Howard . . . . .	Sanders Union . . . . .	Sanders Union . . . . .	Robinson . . . . .	Robinson . . . . .	Kerl . . . . .	Mitchell.
Grand Rapids . . . . .	Union . . . . .	National . . . . .	Robinson . . . . .	Ray . . . . .	Clark . . . . .	
Green Bay . . . . .	American . . . . .	Union Series . . . . .	Robinson . . . . .	Robinson . . . . .	Kerl . . . . .	Colton
Hudson . . . . .	National . . . . .	National . . . . .	Davies . . . . .	Davies . . . . .	Brown . . . . .	Mitchell.
Janesville . . . . .	Union . . . . .	Union . . . . .	Davies . . . . .	Robinson . . . . .	Greene . . . . .	Warren.
Kenosha . . . . .	National . . . . .	National . . . . .	Walton . . . . .	Davies . . . . .	Kerl & Bullion . . . . .	
La Crosse . . . . .	National . . . . .	Independent . . . . .	Davies . . . . .	Walton . . . . .	Harvey . . . . .	Guyot.
Madison . . . . .	Sanders Union . . . . .	Independent . . . . .	Robinson . . . . .	Robinson . . . . .	Greene . . . . .	Eclectic.
Menasha . . . . .	Union . . . . .	Sanders Union . . . . .	Robinson . . . . .	Robinson . . . . .	Kerl . . . . .	Montieth & McN.
Milwaukee . . . . .	Swinton . . . . .	McGuffey . . . . .	Robinson . . . . .	Ray . . . . .	Greene . . . . .	Guyot.
Mineral Point . . . . .	Wilson . . . . .	Sanders . . . . .	Robinson . . . . .	Robinson . . . . .	Harvey & Pino . . . . .	Guyot.
Oconto . . . . .	Swinton . . . . .	Wilson . . . . .	Robinson . . . . .	Robinson . . . . .	Pino . . . . .	Cornell.
Oshkosh . . . . .	Worcester . . . . .	Sanders Union . . . . .	Robinson . . . . .	Robinson . . . . .	Greene . . . . .	Mitchell.
Portage . . . . .	Sanders Union . . . . .	Hillard . . . . .	Stoddard . . . . .	Robinson . . . . .	Brown & Kerl . . . . .	Cornell.
Racine . . . . .	Swinton . . . . .	Sanders Union . . . . .	Robinson . . . . .	Stoddard . . . . .	Greene . . . . .	Warren.
Sheboygan . . . . .	National . . . . .	American . . . . .	Robinson . . . . .	Robinson . . . . .	Harvey . . . . .	Mitchell.
Watertown . . . . .	National . . . . .	National . . . . .	Davies . . . . .	Ray . . . . .	Swinton . . . . .	Warren.
Wausau . . . . .	Independent . . . . .	Independent . . . . .	Davies . . . . .	Davies . . . . .	Harvey . . . . .	Mitchell.

TABLE No. XXI—*Statistics of Cities*—continued.

TEXT BOOKS—continued.

CITIES.	United States Histories.	Physiologies.	Algebra.	Geometry.	Latin Grammars and Readers.	Natural Philosophy.
Appleton.....	Barnes.....	Cutter.....	Loomis & Robs'n	Robinson	Harkness.....	.....
Beaver Dam.....	Barnes.....	Huxley.....	Olney.....	Olney.....	Harkness.....	Quakenbos.
Beloit.....	Anderson.....	Hitchcock.....	Robinson.....	Robinson.....	Harkness.....	Cooley.
Berlin.....	Goodrich.....	Jaris.....	Robinson.....	Robinson.....	Allen.....	Wells.
Columbus.....	Goodrich.....	Hutchinson.....	Robinson.....	Robinson.....	Andrews & Stod.	Steele.
Fond du Lac.....	Swinton.....	Hitchcock.....	Davies.....	Davies.....	Harkness.....	Peck's Ganot.
Ft. Howard.....	Anderson.....	Cutters.....	Robinson.....	Davies.....	.....	Peck's Ganot.
Grand Rapids.....	Swinton.....	Steele.....	Ray.....	.....	.....	Park.
Green Bay.....	Barnes.....	Cutters.....	Robinson.....	Evans.....	Allen.....	Wells.
Hudson.....	.....	Steele.....	Davies.....	.....	Andrews & Stod.	Wells.
Janesville.....	Swinton.....	14 Weeks.....	Robinson.....	Robinson.....	Andrews & Stod.	Martin.
Kenosha.....	Barnes.....	Cutter.....	Robinson.....	Davies.....	Harkness.....	Rolf & Gillett.
La Crosse.....	Barnes.....	Cutter.....	Robinson.....	Davies.....	Harkness.....	Steele.
Madison.....	Barnes.....	Brown.....	Robinson.....	Loomis.....	Allen.....	Norton.
Menasha.....	Barnes.....	Steel.....	Stoddard.....	Robinson.....	.....	Steele.
Milwaukee.....	Swinton.....	Cutter & Dalton.....	Loomis.....	Loomis.....	Allen.....	Stewart.
Mineral Point.....	Swinton.....	.....	Robinson.....	Evans.....	Hocking.....	Martin.
Oconto.....	Swinton.....	.....	Robinson.....	Davies.....	.....	.....
Oshkosh.....	Goodrich.....	Hitchcock.....	Robinson.....	Robinson.....	Harkness.....	Martin.
Portage.....	Goodrich.....	Cutter.....	Robinson.....	Robinson.....	Harkness.....	Wells.
Racine.....	Anderson.....	Huxley.....	Olney.....	Olney.....	Harkness.....	Steele.
Sheboygan.....	Swinton.....	Cutter.....	Davies.....	Davies.....	.....	Steele.
Watertown.....	Barnes.....	Steele.....	Robinson.....	Davies.....	Brooks.....	Steele.
Wausau.....	Barnes.....	.....	Davies.....	Davies.....	.....	Steele.

TABLE No. XXXII.—Statistics of Cities—continued.

SPECIAL STATISTICS.

CITIES.	Number of children between 4 and 7 years of age in the city.		Number of children between 7 and 15 years of age in the city.		Number of persons between 15 and 30 years of age in the city.		Number of children between 7 and 15 years of age who have attended school.		Number of children between 7 and 15 years of age who have attended school.		Number of persons between 15 and 30 years of age who have attended school.		Number incapacitated for instruction from defect of hearing.		Number incapacitated for instruction from defect of vision.		Number incapacitated for instruction from defect of intellect.		Total No. of persons between 15 and 30 years of age, who cannot read or write, in city Aug. 31, 1874.		Total No. of persons over 30 years of age, who cannot read or write in any language, residing in city Aug. 31, 1874.	
	608	1,058	651	398	684	96	2	1	1	8	60	8	60									
Appleton.....	328	719	376	174	498	192	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beaver Dam.....	327	694	504	181	707	160	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Beloit.....	228	605	285	71	506	106	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Berlin.....	91	450	67	75	380	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbus.....	1,336	2,554	1,906	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fond du Lac.....	363	576	302	220	522	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ft. Howard.....	181	201	75	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grand Rapids.....	597	1,096	507	196	822	102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Bay.....	149	846	151	76	300	124	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hudson.....	676	1,511	807	302	1,006	512	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Janeville.....	877	1,977	532	147	458	98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kenosha.....	1,051	1,855	774	429	1,325	190	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Crosse.....	889	1,845	899	350	1,724	207	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison.....	317	579	309	88	396	59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Menasha.....	8,312	16,720	8,645	3,072	8,287	379	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milwaukee.....	403	670	441	169	491	91	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mineral Point.....	320	632	219	183	581	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oconto.....	1,500	2,386	1,351	646	1,989	781	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oshkosh.....	845	805	417	276	669	179	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Portage.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. XXII.—Statistics of Cities—Special Statistics—continued.

CITIES.	Number of children between 4 and 7 years of age in the city.	Number of children between 7 and 15 years of age in the city.	Number of persons between 15 and 10 years of age in the city.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 30 years of age who have attended school.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of intellect.	Total No. of persons between 15 and 30 years of age, who cannot read or write in any language in city Aug. 31, 1874.	Total No. of persons over 30 years of age, who cannot read or write in any language residing in city Aug. 31, 1874.
Racine .....	948	2,146	1,292	399	1,527	284	.....	4	2	1	63
Sheboygan .....	504	1,215	755	282	758	41	1	4	11	.....	102
Watertown .....	881	1,816	1,004	45	1,197	82	1	4	5	25	100
Wausau .....	256	878	157	143	384	42	.....	.....	.....	.....	.....
Totals.....	20,812	41,649	22,406	7,917	25,156	3,718	305	80	78	66	577

TABLE No. XXIII—*Statistics of Cities*—continued.

## CERTIFICATES.

CITIES.	TO MALE TEACHERS			FEMALE TEACHERS.			Total.
	1st gr'd	2d g'de.	3d g'de.	1st.	2d.	3d.	
Appleton .....	1	8	.....	.....	2	10	16
Beaver Dam .....	1	.....	.....	1	2	13	17
Beloit .....	.....	.....	1	.....	.....	18	19
Columbus .....	1	1	.....	.....	.....	7	9
Fond du Lac .....	.....	2	.....	1	.....	47	50
Ft. Howard .....	1	.....	.....	.....	4	5	10
Grand Rapids .....	.....	.....	.....	.....	7	.....	7
Green Bay .....	1	.....	.....	.....	4	10	15
Hudson .....	.....	.....	.....	.....	.....	12	12
Janesville .....	1	.....	.....	1	.....	33	35
Kenosha .....	2	.....	.....	4	3	4	13
La Crosse .....	.....	.....	5	.....	.....	29	34
Madison .....	1	.....	.....	.....	.....	30	31
Menasha .....	1	.....	.....	.....	1	9	11
Milwaukee .....	4	.....	3	8	3	40	58
Mineral Point .....	1	1	.....	.....	.....	8	10
Oconto .....	1	.....	.....	1	5	2	9
Oshkosh .....	2	.....	.....	.....	.....	66	68
Portage .....	1	1	.....	.....	1	13	16
Racine .....	.....	.....	4	.....	.....	28	32
Sheboygan .....	1	.....	2	.....	.....	13	16
Watertown .....	1	.....	.....	7	2	8	18
Wausau .....	1	.....	.....	.....	.....	6	7
Totals .....	22	8	15	23	34	411	513

TABLE No. XXIV.

## SUMMARIES OF STATISTICS.

	COUNTIES.	CITIES.	Totals.
Number of children over four and under twenty years of age.....	368,301	84,860	453,161
Number of children over four and under twenty years of age in districts maintaining school five or more months.....	364,174	84,860	449,034
Number of children over four and under twenty years of age who have attended school.....	236,982	39,896	276,878
Total number of the different pupils who have attended the public schools during the year.....	237,509	40,009	277,518
Number of days' attendance of pupils over four and under twenty years of age.....	16,867,785	4,033,079	20,900,864
Total number of days attendance of different pupils during the year....	17,043,596	4,047,016	21,090,612
Number of days school have been taught by qualified teachers.....	799,782	4,716	804,498
Number of children who have attended private schools.....	4,688	3,863	8,551
Number of schools with two departments.....	143	67	210
Number of schools with three or more departments.....	107	65	172
Number of teachers required to teach the schools.....	5,552	604	6,156
Number of different persons employed as teachers during the year.....	8,709	623	9,332
Number of public school houses.....	4,981	132	5,113
Number of pupils the school houses will accommodate.....	289,174	30,232	319,406
Number of school-houses built of brick or stone.....	605	81	686
Number of school-houses with out-houses in good condition.....	3,025	131	3,156
Highest valuation of school-house and site ..	45,000	75,000	.....

## AGGREGATE OF VALUE AND EXPENDITURES.

	COUNTIES.	CITIES.	Totals.
Total valuation of school-houses.....	\$2,910,875	\$803,000	\$3,713,875
Total valuation of sites.....	296,718	193,400	490,118
Total valuation of apparatus.....	109,365	7,775	117,140
Amount expended for building and repairing.....	224,531	60,149	284,680
Amount expended for apparatus and libraries.....	13,728	3,034	16,762
Amount expended for teachers' wages	1,141,822	160,872	1,302,694
Amount expended for old indebtedness	79,498	20,207	99,705
Amount expended for furniture, registers and records.....	30,431	8,871	39,302
Amount expended for all other purposes.....	187,135	40,507	227,642
Total amount expended.....	\$4,994,103	\$1,297,815	\$6,291,918



TABLE No. XXV.

## DISTRIBUTION OF DICTIONARIES.

STATEMENT showing the counties, towns and districts which have been supplied with Dictionaries, during the year ending December 10, 1874.

COUNTIES.	Towns.	No. of Districts.	No. of Copies.
Barron .....	Barron .....	3,4	2
	Dallas .....	2	1
	Prairie Farm .....	2	1
	Prairie Farm and Dallas .....	1	1
Brown .....	Fort Howard, city .....	3 Depts., 1	3
	Green Bay .....	4	1
	Green Bay, city .....	2 Depts.,	2
	Morrison .....	4	1
Buffalo .....	Naples .....	4	1
Calumet .....	Harrison .....	2	1
	Rantoul .....	5	1
Chippewa .....	Anson .....	5, 6, 7, 8, 9, 10	6
	Auburn .....	1	1
	Bloomer .....	9	1
	La Fayette .....	6, 10	2
	Sigel and Edson .....	1	1
Clark .....	Colby .....	2	1
	Colby and Mayville .....	2	1
	Hixon .....	3	1
	Mayville .....	1	1
	Perkins .....	1	1
	Pine Valley .....	3 Depts., 4	3
	Washburn .....	1, 2	2
	Weston .....	5, 6	2
Columbia .....	Newport, and Dell Prairie, Adams county .....	6	1
	Randolph .....	3	1
Crawford .....	Freeman and Utica .....	5	1
	Prairie du Chien .....	9	1
	Union .....	8	1
Dane .....	Madison, city .....	3 Depts.,	3
Dodge .....	Beaver Dam, city .....	5 Depts.,	5
Door .....	Gardner .....	3	1
Douglas .....	Superior .....	3 Depts., 1	3
Dunn .....	Grant .....	5	1
	Menomonee .....	7 Depts., 1	7
	Stanton .....	6	1
	Augusta, village .....	1 Dept., 3	1
Eau Claire .....	Bridge Creek .....	1	1
	Otter Creek .....	3, 6, 7	3
	Seymour .....	2	1
	Washington .....	1, 4	2

TABLE XXV.—*Distribution of Dictionaries*—continued.

COUNTIES.	TOWNS.	No. of Districts.	No. Copies.
Fond du Lac .....	Empire .....	8	1
	Oakfield .....	2d Dept. 1	1
	Ripon .....	2 Depts., 5	2
Grant ... ..	Beetown .....	5	1
	Bloomington .....	2	1
	Boscobel and Marion .....	1 Dept., 1	1
	Cassville .....	3	1
Green .....	Cadiz .....	5	1
Iowa .....	Wyoming .....	5	1
Jackson .....	Alma .....	10	1
	Hixton .....	9	1
	Millstown .....	2	1
	Cold Spring and Koshkonong ..	3	1
Jefferson .....	Jefferson .....	16	1
	Lisbon .....	1 Dept., 5	1
Kenosha .....	Salem and Randall .....	2d Dept, 9	1
Kewaunee .....	Ahnapee .....	6	1
La Crosse .....	La Crosse, city .....	3 Depts., .	3
La Fayette .....	Gratiot .....	8	1
	Seymour .....	10	1
Manitowoc .....	Eaton and Liberty .....	2d Dept., 1	1
	Manitowoc, city .....	4 Depts., 1, 7	4
Marathon .....	Jenny .....	1 Dept., 1	1
	Stettin .....	7	1
	Texas .....	5	1
	Wausau, city .....	3 Depts., 1	3
Milwaukee .....	Granville .....	12	1
	Lake .....	1 Dept., 1	1
	Milwaukee, city .....	31 Depts., .	31
	Oak Creek .....	1 Dept., 1	1
Monroe ... ..	Lincoln .....	15	1
Oconto .....	Gillett .....	4	1
	Marinette .....	2 Depts., 1	2
Outagamie .....	Appleton, city .....	1 Dept., 4	4
	Cicero .....	4	1
	Seymour .....	5	1
Pepin .....	Waterville .....	7	1
Pierce .....	El Paso .....	5	1
	Rock Elm .....	1, 12	2
	Union .....	3	1
Polk .....	Lorraine .....	1	1
	Osceola .....	6, 7	2
Portage .....	Stevens Point, city .....	1 Dept., 1	1
Racine .....	Burlington .....	2 Depts., .	2
Richland .....	Westford .....	5	1
Rock .....	Bradford, and Darien, Wal. Co. .	14	1
	Janesville, city .....	4 Depts., .	4
	Turtle .....	5	1
	Eau Galle .....	1	1
St. Croix .....	Pleasant Valley .....	4	1
	Richmond .....	4	1
	Springfield .....	1, 3	2
	Woodland .....	8	1
Sauk .....	Hartland .....	4	1
Shawano .....	Maple Grove .....	2	1
	Mayville .....	1	1
	Shawano .....	1, 2	2

TABLE NO. XXV—*Distribution of Dictionaries—con.*

COUNTIES.	TOWNS.	No. of District.	No. Copies.
Trempealeau .....	Albion .....	1	1
	Arcadia .....	11, 12	2
	Burnside ... ..	5	1
	Ettrick .....	3, 9	2
	Sumner .....	7	1
Vernon.....	Greenwood .....	8	1
	Harmony .....	2d Dept., 2	1
Walworth .....	Delavan .....	Inst. Df.&Dumb.	3
Washington .....	Farmington .....	1 Dept., 2	1
	Hartford .....	10	1
Waukesha.....	Delafield and Genesee.....	1 and 8	1
	Menomonee .....	1 Dept., 1	1
	Waukesha.....	3 Depts., 1	3
Waupaca.....	Dupont .....	3	1
	Helvetia .....	3	1
Waushara .....	Rose .....	4	1
Winnebago .....	Neenah ... ..	5	1
	Oshkosh, city.....	2 Depts., 1	2
	Rushford.....	3	1
	Vinland.....	7	1
Wood .....	Centralia.....	4	1
	Sigel.....	4	1

STATEMENT showing the Districts to which Dictionaries have been sold during the year ending December 10, 1874.

COUNTIES.	TOWNS.	No. of District.	No. Copies.
Brown .....	Glenmore .....	3	1
Columbia .....	Courtland .....	3	1
	Lowville .....	3	1
Dane.....	Otsego.....	3	1
	Wycocena.....	1	1
	Black Earth, Mazoma'e & Arena.	7	1
	Dunkirk and Pleasant Springs .	5	1
	Fitchburg.....	9	1
	Madison .....	2 Depts.,	2
Dodge.....	Middleton.....	8	1
	Rutland .....	6	1
	Sun Prairie.....	4	1
	Trenton .....	1, 10	2
	Fond du Lac .....	10 Depts.,	10
Grant .....	Lamartine.....	7	1
	Ripon .....	11	1
	Wyalusing and Patch Grove....	1	1
Green .....	Cadiz.....	4	1
	Exeter .....	4	1
Green Lake.....	Berlin and Brooklyn.....	6	1
	Saint Marie and Seneca.....	9	1
Iowa .....	Mineral Point, city .....	2 Depts.,	2
Jefferson.....	Oakland .....	14	1
	Waterloo.....	3	1
Juneau.....	Plymouth.....	1	1

TABLE NO. XXV.—*Dictionaries Sold*—continued.

COUNTIES.	Towns.	No. of Districts.	No. of Copies.
Kenosha .....	Kenosha, city .....	4 Departments.	4
	Pleasant Prairie and Somers. . . . .	10	1
La Fayette .....	Elk Grove .....	3	1
	Shullsburg .....	5	1
	Wayne .....	5	1
Manitowoc .....	Cato .....	2	1
	Franklin .....	14	1
	Meeme .....	1	1
	Rockland .....	2	1
	Two Creeks .....	2	1
Milwaukee .....	Oak Creek .....	1	1
Monroe .....	Angelo and La Fayette .....	1	1
	Sparta .....	8	1
Oconto .....	Peshtigo .....	8	1
Pierce .....	El Paso .....	4	1
	Hartland and Isabel .....	2	1
	River Falls .....	2	1
Portage .....	Almond .....	2	1
	Plover .....	1	1
Racine .....	Raymond .....	5	1
Richland .....	Bloom .....	3	1
	Forest and Liberty .....	9	1
	Ithica and Buena Vista .....	1	1
Rock .....	Harmony .....	8	1
	Turtle .....	5	1
St. Croix .....	Somerset and Star Prairie .....	1	1
Sauk .....	Baraboo, Fairfield and Greenfield .....	1	1
	Reedsburg .....	1	1
Sheboygan .....	Lyndon, Plymouth & Sheb. Falls .....	16	1
	Sheboygan Falls .....	2	1
	Sherman .....	1	1
Trempealeau .....	Etrick .....	1	1
	Sumner .....	2	1
Vernon .....	Franklin .....	4	1
Walworth .....	Darien .....	3	1
	La Fayette, Sugar Creek & Troy .....	9	1
	Sharon, Walworth and Darien .....	4	1
Washington .....	Germantown .....	4	1
	Hartford .....	4	1
Waukesha .....	Genesee .....	4	1
	Lisbon .....	1	1
	Lisbon and Pewaukee .....	2	1
	Menomonee .....	1	1
	Vernon .....	3	1
Waupaca .....	Farmington .....	1	1
	Fremont .....	2	1
	Lind .....	2	1
	Royalton .....	11	1
Waushara .....	Leon .....	1,5	2
	Plainfield .....	3	1
	Warren .....	1,13	2
Winnebago .....	Black Wolf .....	4	1
	Omro .....	1	1
	Omro and Winneconne .....	7	1
	Utica .....	4,5	2
	Vinland .....	8	1
	Vinland and Clayton .....	1	1
Vinland and Oshkosh .....	3	1	
	Winchester .....	1	1

## COUNTY AND CITY SUPERINTENDENTS.

1875.

## COUNTY SUPERINTENDENTS.

COUNTY.	SUPERINTENDENTS NAME.	POST OFFICE.
Adams	J. M. Higbee	Painville.
Ashland	John W. Bell	La Pointe.
Barron	W. Bird	Shetek.
Bayfield	John McCloud	Bayfield.
Brown	M. H. Lynch	De Pere.
Buffalo	L. Kessinger	Alma.
Burnett	John G. Fleming	Grantsburg.
Calumet	W. B. Minaghan	Chilton.
Chippewa	J. A. Bate	Chippewa Falls.
Clark	R. J. Sawyer	Neillsville.
Columbia	Kennedy Scott	Cambria.
Crawford	Thos. L. Redlon	Wheatville.
Dane, (1st)	W. H. Chandler	Sun Prairie.
Dane, (2d)	M. S. Fawley	Black Earth.
Dodge, (1st)	John T. Flavin	Watertown.
Dodge, (2d)	A. K. Delaney	Hustisford.
Door	Chris Daniels	Sturgeon Bay.
Douglas	Thomas Clark	Superior.
Dunn	Geo. Shafer	Menomonee.
Eau Claire	Joseph F. Ellis	Eau Claire.
Fond du Lac, (1st)	W. L. O'Connor	Rosendale.
Fond du Lac, (2d)	Jas. J. Kelley	Osceola.
Grant	G. M. Guernsey	Platteville.
Green	D. H. Morgan	Monroe.
Green Lake	A. A. Spencer	Berlin.
Iowa	Albert Watkins	Mineral Point.
Jackson	T. P. Marsh	Pole Grove.
Jefferson	S. A. Craig	Fort Atkinson.
Juneau	G. P. Kenyon	New Lisbon.
Kenosha	Jas. P. Briggs	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	S. W. Leete	West Salem.
La Fayette	Thos. J. Van Meter	Fayette.
Manitowoc	Michael Kirwan	Manitowoc.
Marathon	Thamas Greene	Wausau.
Marquette	Henry M. Older	Packwaukeee.
Milwaukee, (1st)	Thos. O. Herrin	Oak Creek.
Milwaukee, (2d)	James L. Foley	Butler.
Monroe	A. E. Howard	Sparta.
Oconto	A. T. Stearns	Oconto.
Outagamie	Patrick Flanagan	Pppleton.
Ozaukee	E. H. Janssen	Cedarburg.
Pepin	M. B. Axtell	Pepin.
Pierce	R. L. Reed	Prescott.
Polk	Charles E. Mears	Osceola Mills.

## County Superintendents—continued.

COUNTY.	SUPERINTENDENTS NAME.	POST OFFICE.
Portage.....	Jas. O. Morrison.....	Plover.
Racine.....	Thomas Malone.....	Rochester.
Richland.....	W. J. Waggoner.....	Richland Center.
Rock, (1st).....	E. A. Burdick.....	Janesville.
Rock, (2d).....	J. B. Tracy.....	Milton.
St. Croix.....	F. P. Chapman.....	New Richmond.
Sauk.....	Jas. T. Lunn.....	Ironton.
Shawano.....	C. R. Klebesadel.....	Shawano.
Sheboygan.....	M. D. L. Fuller.....	Plymouth.
Trempealeau.....	J. B. Thompson.....	Osseo.
Vernon.....	O. B. Wyman.....	Viroqua.
Walworth.....	S. P. Ballard.....	Sharon.
Washington.....	Fred. Regenfuss.....	West Bend.
Waukesha.....	Isaac N. Stewart.....	Waukesha.
Waupaca.....	Justus Burnham.....	Waupaca.
Waushara.....	T. S. Chipman.....	Berlin.
Winnebago.....	F. A. Morgan.....	Winneconne.
Wood.....	C. L. Powers.....	Grand Rapids.

## CITY SUPERINTENDENTS.

CITIES.	SUPERINTENDENTS.	CITIES.	SUPERINTENDENTS.
Appleton.....	A. H. Conkey....	La Crosse.....	J. W. Weston
Beaver Dam.....	James S. Dick...	Madison.....	Sam'l. Shaw.
Beloit.....	Fayette Royce...	Menasha.....	Elbridge Smith.
Berlin.....	N. M. Dodson...	Milwaukee.....	J. McAlister.
Columbus.....	S. O. Burrington.	Mineral Point...	Thos. Priestly.
Fond du Lac.....	C. A. Hutchins..	Oconto.....	D. P. Moriarty.
Fort Howard.....	R. Chappell.....	Oshkosh.....	H. B. Dale.
Grand Rapids....	Henry Hayden...	Portage.....	G. J. Cox.
Green Bay.....	A. H. Ellsworth..	Racine.....	A. C. Fish.
Hudson.....	H. W. Slack.....	Sheboygan.....	John H. Plath.
Janesville.....	W. D. Parker....	Watertown.....	Wm. Bieber.
Kenosna.....	H. M. Simmons..	Wausau.....	B. W. James.







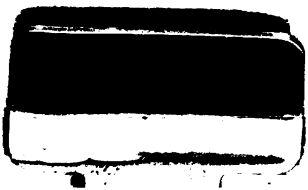




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